



CHARACTER EDUCATION IN THE SUMMER CAMP III

Setting Standards in the Summer Camp

**By 333 Representatives from All Types of Camps
Working under the Joint Auspices of the
George Williams College and the Chicago
Council of Social Agencies.**



THE INSTITUTE COMMITTEE

DR. HEDLEY S. DIMOCK
George Williams College

HARRY K. EBY
*Chicago Council
Boy Scouts of America*

HARRY D. EDGREN
George Williams College

MRS. ELEANOR P. EELLS
Association House

CHARLES E. HENDRY
George Williams College

MRS. KATIE LEE JOHNSON
*Girl Scouts National Branch Office,
Chicago, Illinois*

MISS JEANNETTE KISKADDON
Chicago Y.W.C.A.

MRS. DAVIS G. MCCARN
*Chicago Association for Child Study
and Parent Education*

MISS MARY E. MURPHY
Elizabeth McCormick Memorial Fund

ALFRED C. NICHOLS, JR.
*Chicago Council
Boy Scouts of America*

MISS ELLA ROSS
Camp Kechuswa

ROY SORENSON, *National Council, Y.M.C.A.'s.*

SECTION PLANNING COMMITTEES

1. SECTIONS ON STANDARDS

Program—Roy Sorenson and Mrs. Katie Lee Johnson

Safety and Health—Miss Ella Ross and Miss Mary E. Murphy

Staff Selection and Supervision—Dr. Hedley S. Dimock, Harry D. Edgren,
and Jeannette Kiskaddon

Administration—Alfred C. Nichols, Jr., and W. H. Wones

2. SECTION ON COMMUNITY ASPECTS OF CAMP PLANNING

Mrs. Eleanor P. Eells and Charles E. Hendry

3. SECTION FOR COUNSELORS

Mrs. Davis G. McCarn and Harry K. Eby

RESOURCE PERSONS

Harvie Boorman, Y. M. C. A., Kenosha, Wisconsin

Miss Ethel Davis, Y. W. C. A., Chicago, Illinois

Miss Mary D. Farnum, Chicago, Illinois

John W. Fuhrer, Metropolitan Y. M. C. A., Chicago, Illinois

C. H. Klippel, Y. M. C. A., Hamilton, Ohio

Miss Sarah McGiffert, Elizabeth McCormick Memorial Fund, Chicago, Illinois

Dr. George J. Mohr, Psychiatrist and Pediatrician, Chicago, Illinois

Dr. W. J. Monilaw, Camp Highlands, Chicago, Illinois

Dr. Lydia Roberts, Chairman, Home Economics Department, University of
Chicago, Chicago, Illinois

Mrs. Mildred S. Robinson, Illinois Institute for Juvenile Research, Chicago, Illinois

Mrs. Philip Segan, Jewish Peoples Institute, Chicago, Illinois

Miss Dorothy Spiker, Illinois Institute for Juvenile Research, Chicago, Illinois

Miss Amelia Thorsell, National Girl Scouts, Chicago, Illinois

Miss Elizabeth Webster, Council of Social Agencies, Chicago, Illinois

W. H. Wones, State Y. M. C. A., Milwaukee, Wisconsin

Dr. Karl P. Zeffoss, George Williams College, Chicago, Illinois

EDITORIAL COMMITTEE

Dr. Hedley S. Dimock

Charles E. Hendry

Roy Sorenson

47652

CHARACTER EDUCATION IN THE SUMMER CAMP III

Setting Standards in the Summer Camp

*Report of Sixth Annual Camp Institute
held at
George Williams College
March 29-31, 1935*

*Conducted by
Chicago Council of Social Agencies
and
George Williams College*

ASSOCIATION PRESS

1 9 3 5

NEW YORK : 347 Madison Avenue

Table of Contents

	PAGE
PREFACE	iii
PART ONE	
SETTING STANDARDS IN THE SUMMER CAMP	
CHAPTER I. THE NEED AND VALUE OF STANDARDS IN THE SUMMER CAMP <i>Hedley S. Dimock</i>	1
CHAPTER II. SUGGESTED TENTATIVE STANDARDS.....	7
<i>Report of Sections:</i>	
SECTION 1: Suggested Standards for Program.....	7
SECTION 2: Suggested Standards for Health and Safety	12
SECTION 3: Suggested Standards for Staff Selection, Supervision, and Organization.....	15
SECTION 4: Suggested Standards for Administration	20
CHAPTER III. NEXT STEPS IN THE DEVELOPMENT OF CAMP STANDARDS....	24
<i>Roy Sorenson</i>	
PART TWO	
COMMUNITY ASPECTS OF CAMP PLANNING	
CHAPTER IV. THE NEED AND POSSIBILITIES OF COMMUNITY PLANNING IN CAMPING	27
<i>Charles E. Hendry</i>	
CHAPTER V. SOME DESCRIPTIONS OF PRACTICES IN INTER-CAMP COÖPERA- TION	33
<i>Report of Section</i>	
PART THREE	
CAMPING AND THE CAMPER	
CHAPTER VI. THE CAMP AND THE INDIVIDUAL CAMPER.....	38
<i>George J. Mohr, M.D.</i>	
CHAPTER VII. THE RELATION OF COUNSELOR AND CAMPER.....	43
<i>Report of Counselor Section</i>	
APPENDIX	
ANALYSIS OF PARTICIPANTS BY TYPE OF CAMP OR AGENCY..	47
GEOGRAPHICAL ANALYSIS.....	47
ROSTER OF INSTITUTE PARTICIPANTS.....	47

Preface

This monograph reports the Sixth Annual Institute on Character Education in the Summer Camp conducted by the Chicago Council of Social Agencies and the George Williams College. The Institute was notable for three conspicuous reasons:

1. Its concerted attack upon the task of *formulating standards* for the summer camp as an educational enterprise.
2. The timely consideration of the *community aspects of camp planning*, which promises to have far-reaching consequences.
3. The workmanship of the participants, who displayed a spirit, vigor, and maturity of a high professional quality.

FORMULATING STANDARDS

For five consecutive years many of the same persons have been attending this Institute. They have brought with them their questions and problems and carried away fresh insight and new ideas. The central purpose throughout was the discovery of the conditions under which desirable outcomes in campers are achieved. We have reached the place where we can identify certain essential conditions which should characterize every organized camp. The next logical step appears to be the development of a set of standards which will clarify and emphasize in a more formal way those conditions which we have come to recognize as indispensable to effective camping.

Participants in the Sixth Annual Institute were enlisted to make a start on this creative and significant task. The response to the call was amazing. Instead of the one hundred or more persons whom we might have expected to come for such a working institute there were over three hundred persons from a wide geographical area reaching from Pittsburgh to Omaha.

The results of the Institute possess a potential value and importance which are by no means confined to those who participated in it. Requests for reports poured in from those who could not attend the Institute and for additional copies of the materials prepared during the Institute by those who had attended.

Lest readers of this monograph and users of the material it contains should misunderstand the nature and purpose of the suggested standards, several very pointed comments should be made here:

1. The Institute members clearly recognized that they were making only a start at the long and laborious task of formulating standards.
2. It should be clearly recognized that the materials produced in the three days represent standards in various stages of definition and refinement—from those which are clearly defined and would receive ready acceptance by camps to those which merely formulate a principle which can be stated in definite terms only after information about the practices of many camps has been secured.
3. It is also recognized that much investigation and fact-finding will be needed to supply a factual basis on which standards may be realistically based.
4. This task of formulating standards will ultimately demand the collective attack of camp and community leaders throughout the country.
5. The Institute drew upon the experience of many agencies and camps in

assembling the materials which constituted the starting point of consideration at the Institute. Acknowledgment to each of these agencies, some of which have made admirable progress in the definition and application of standards to their own camps, is not possible here.

6. Readers of this monograph who would like to participate in the next steps in the development of standards, that of using these tentative suggestions for the evaluation of their camps and of gathering facts from their own camps in order to have a knowledge of camp practices on a wide scale, are urged to write Roy Sorenson, Chairman of the Continuing Committee. It is the plan to have scores, if not hundreds, of camps working on this project through the coming summer.

NEW EPOCH IN CAMP HISTORY

A new note consonant with the trends of current life was evidenced in the Institute. In recognition of the growing interest of Community Chests and Councils of Social Agencies in the community aspects of camping, a special section was devoted to a consideration of these matters. The vitality and eagerness of the participants in this section was one of the outstanding characteristics of the Institute. The report of their discussion and the address of Charles E. Hendry, which appear in Part Two, will merit careful study by all those who wish to see camping in terms of the future.

The experiences described or reported on "Community Aspects of Camp Planning" constitute a very promising sign that camps are beginning to pass from the stage of individualism, rugged or frail, to a stage of community integration and planning. It may be a decade or more before the principles formulated at the Institute are embodied in camp practices, but a new epoch in camp history is foreshadowed in the vision and point of view expressed in this monograph.

THE WORKMANSHIP OF PARTICIPANTS

Camp directors may never form a profession like that of medicine or the law, but the participants in the Institute displayed attitudes and conduct in their work of which any profession might be proud. Their point of view and outlook transcended the mere desire to get help for themselves for immediate use. These personal needs were submerged in a larger attempt to develop materials which would be of value to the cause of camping as a social enterprise.

As Roy Sorenson indicated in the closing statement of the Institute, many of the participants were so caught up by the social implications of what they were doing that they ignored schedules and at times even the demands of food, sleep and recreation. More persons hung on until the closing minute of the Institute than in previous history. There was an awareness of being engaged in a creative enterprise, to which they gave the best they had.

The results of the creative efforts of over three hundred persons, in edited form, go out in this monograph accompanied by the realization that these are only a first step toward a distant goal that can be achieved only as numerous other groups and agencies which are interested in camping push forward on other fronts toward a similar goal. Only thus will advances come in camping which will give it the place it merits as an educational enterprise in American society.

H. S. D.

Chicago,
May 17, 1935.

PART ONE

SETTING STANDARDS IN THE SUMMER CAMP

CHAPTER I

The Need and Value of Standards in the Summer Camp

HEDLEY S. DIMOCK

Introduction

May I start with a confession? Having just returned from the Pacific Coast, where my wife and I spent four marvelous days at the Pacific Camp Directors' Conference at Yosemite, I might be expected to be full of camp standards. Before I left on the trip one of my colleagues informed me that getting up this talk would be a "cinch" after the camp conference at Yosemite. My colleague was well intentioned—but mistaken! I tried my hardest, on the train coming back, to think of camps and camp standards, of health and safety, of program, of leadership, of administration, and of supervision. But, mental pictures of another character kept crowding out the camp vocabulary. I saw those Montana mountains, around which the railroad runs so circuitously that engine and observation car frequently meet going around a curve. There came the memory of a trip to see His Royal Highness, Mt. Rainier, when, after we had reached by car and human hoof 6,000 feet, the "mountain" poked its silver-capped crown out of the clouds nearly two miles above us. I thought of the sham and illusion of life so evident in the studios at Hollywood, where great ocean liners are wrecked in midocean—in the swimming tank of the Y. M. C. A. There came images of the San Francisco skyline; of the drive past apricot orchards in full

bloom and through fields of California poppies, to be welcomed, when we got *up* to the valley called Yosemite, by a foot of snow and a near-zero temperature.

So you see it was not such a "cinch" to think in the vocabulary of the summer camp. But now, with these reminiscences out of my system, we can get down to the business of this Institute and talk about "Setting Standards for the Summer Camp."

This promises to be more significant and more valuable than any of the five previous annual Camp Institutes which have been held here. At the first Institute, in 1930, we attempted to analyze the summer camp from the standpoint of its outcomes in personality and character. Through the years we have maintained this central interest, introducing new emphases and new considerations as these seemed timely. Following Sanders' report on health and safety in the summer camp, with its disconcerting revelations and constructive recommendations, we devoted more attention to this problem.¹ The Institute has been sensitive to the shifting social currents and events. It has considered the peculiar problems and opportunities which the "depression" has laid at the door of the summer camp. It has sought the sig-

¹Sanders, J. E. *Safety and Health in Organized Camps* National Bureau of Casualty and Surety Underwriters, New York.

nificance of *Recent Social Trends*, prepared by President Hoover's Commission, for the function of the camp in contemporary life. One of the major social trends implicit in our technological developments is the shift from a culture of labor to one of potential leisure. Some of the specific implications of this basic social trend for the summer camp we discussed last year as we tried to see more clearly the rôle of the camp in education for a fruitful use of leisure.

At the Institute this year we "stand on the shoulders" of the work and achievement of the previous years. We could not possibly have done before what we are trying to do this year. Perhaps we can't do it now. In a real sense we are attempting to *solidify the cumulative gains made in these recent years*, not merely at the Institute, but in the camps and the organizations which are here represented. All of us have been trying to identify the conditions which make for the kinds of growth which we seek in campers. In these three days we shall be attempting to gather up in a comprehensive statement the best experience and judgment we collectively possess as to what these conditions are.

The planning committee has instructed me to do three things in this opening talk. These three things (none of which have been done as yet) are:

1. To indicate what we mean by "standards."
2. To discuss the need and value of standards in the summer camp at the present stage of its development.
3. To describe briefly the plan and procedure for developing standards in these three days.

The Meaning of "Standards"

We are using the term "standards" in the Institute to signify *desirable con-*

ditions or practices. It may help us to grasp what the concept of standards implies by thinking of such well-established social functions as medicine or education, in which standards, or desirable conditions of practice, have been definitely formulated and are generally recognized and accepted. In the *field of medicine* certain conditions are recognized and accepted as desirable, regardless of whether the practice of medicine is carried out in clinic, hospital, or by private practitioner. The most obvious standards have been formulated around the training and competence of the doctors, and, in hospitals, of the rest of the staff. No one is permitted to practice medicine unless he meets these standards.

In the *field of formal education* the idea of standards is also familiar to most of us. On the college level of education, for illustration, standards are related to such factors as:

1. The competence of teachers as evidenced by their training and experience.
2. The amount of money per student spent by the institution. This is further refined to consider the percentage of the total budget which is spent for *educational* as compared with *administrative* purposes.
3. Student-faculty ratio. One faculty person to thirteen students would be considered desirable and acceptable; one to twenty-five students would be judged inadequate.

In the summer camp, standards have also been defined and applied, although they have not always been recognized or labelled as "standards." Most of the national organizations, such as the Girl Scouts, the Boy Scouts of America, the Y. M. C. A., the Camp Fire Girls, the Girl Reserves, have developed some very definite standards and applied them to some extent to their camps across the country. In the Institute we shall be drawing upon the work of these national agencies as well

as upon our collective experience and judgment here. A few samples of the aspects of the summer camp around which standards have been, or need to be, developed will illustrate more concretely the meaning of standards in our own field. In the area of *health and safety* the need of standards and the attempt to define desirable practices have probably been most evident. City and State departments of health have doubtless played an influential rôle in sharpening our attention on these standards. All camps have recognized that drinking water must meet certain tests; that swimming must be safeguarded by certain regulations; that medical examinations should be given to campers, staff, and in particular to "food handlers." More recently, problems of nutrition and of adequate rest for campers have been forging to the front.

Likewise, many camps have formulated and applied standards in the matter of *leadership*. For example, the minimum age for a group counselor is set by some agencies at twenty. Some national agencies require that a camp director be at least twenty-five years of age. A minimum number of courses in the field of educational recreation or camping may be another qualification required for the camp director.

Standards in the *program* area may not be easily stated in quantitative terms, but they are, nevertheless, essential. They may be concerned with, among numerous other things: the number of campers in a group; the extent to which the program is individualized; the relation of the program to professed objectives; and the variety, quality, and balance of program activities.

In the area of *camp administration* we quickly think of the need for stating desirable practices in such matters as: the expenditure per camper; the control of the camp by a responsible

committee or board of directors; and the adequacy of records.

The Need and Values of Standards in the Summer Camp

"But why do we want standards in the summer camp?" some one may inquire. This question brings us to the more important part of our discussion. Is there really any need for standards? Can't we go on making advances as we have in the past without attempting to formalize or standardize our practices? May there not even be danger in the effort to formulate standards that may be applied to camps generally? Doesn't the essential genius of the summer camp lie in its independence, its freedom, its flexibility, and its individuality? May not the establishment and application of standards result in the mechanics or forms of good camping but rob the camp of its individuality and freedom? Such questions as these may rightly be asked, and in the interests of good camping they merit adequate answer.

We should boldly assert at the very outset of our Institute that the distinctiveness and the individuality of camps are precious things and should certainly be maintained. We might even say that we want them so badly that we should write them into our statement of desirable practices, thereby constituting them standards! *Uniformity in camps is not only unnecessary but is highly undesirable.* Camps should have their distinctive purposes and a program and personnel consonant with these purposes. At the Yosemite conference I was deeply impressed by Frank Cheley's graphic illustration of this principle from his own camps. They are primarily riding camps in the Colorado mountains. Everything about the camps has a "horsey" tinge. But basic standards are as inescapable in his camps as in any other. He cannot dispense with the conditions of health or safety, or

of sound administration, or of effective leadership—just because his camps are different from any others.

It is possible, I think, to discern three sets of values in this collective attempt to formulate some camp standards. They are: (1) values to ourselves and our own camps; (2) values to the summer camp movement as a social enterprise; (3) values inherent in the community approach to the summer camp and its social function.

VALUES TO OURSELVES

The values implicit in the formulation of standards which are most evident are those which will come to us and our camps. The experience of working together at this task should be a marked stimulus to the improvement of our camps, in order that the desired outcomes may be more completely realized. If I may venture a prophecy, the following results or values will emerge from this effort to define in a fairly comprehensive fashion the desirable conditions of camping:

1. Our attention will be sharpened on the aspects of camping around which the conditions of effective camping should be formulated.
2. We shall inventory, organize, and record our agreements on desired camp practices achieved to date.
3. We shall extend and refine our analysis of the conditions of effective camping at other points.
4. We shall produce material, in a usable form, which will guide us in our administrative, supervisory, or leadership responsibilities.
5. The material on standards—if produced—will facilitate the appraisal of our own camps as a means to their improvement.

VALUES TO THE CAMPING ENTERPRISE

Our sights are raised, however, above ourselves and our own camps. We are

part of a larger social enterprise which we believe has a rich future. We are interested therefore in the need and values of standards in camping as an enterprise no less than in their significance for ourselves.

Even the most casual reflection on the history of the summer camp reveals that camps to a very marked extent have grown up independently of one another. What interchange of experience and collective effort there has been has been commendable and valuable, though limited and fragmentary. Camps really have been *individualists*, whether rugged or frail, doing more or less what they wanted, as they wanted, responsible only to parents, or to their own organization. It is a great tribute to the camping movement that under these circumstances so many camps have eagerly sought and adopted high standards in health and safety, in leadership, in program, and in administration.

The attempt to develop and formulate standards on a coöperative basis is a sign that camping is beginning to grow up as a social institution, that it is outgrowing the swaddling clothes of its infancy and beginning to achieve that wider sense of social responsibility which is a characteristic of maturity.

This collective attempt to formulate standards is a recognition that, although camps are many, camping as an educational enterprise possesses a unity. It also signifies that we realize that we not only have much to learn from one another but that effective camping must be grounded in a common body of knowledge which has developed outside of the camping field itself. If the summer camp is to achieve and to maintain a reputable status in the field of education and recreation, it must draw more largely upon pertinent available knowledge from many fields. All camps are exposed to the same body of knowledge, insight, and procedures developed in

the fields of medicine, hygiene, psychology, education, and sociology. Camping will become a sounder and more valid social enterprise as it is guided in its operations by the best accredited knowledge from all contributory fields.

The conditions of good camping are no respecters of camps. Eventually, at least, one body of knowledge, drawn from many fields, will underlie camping practice as it does medical practice. The health of campers, for illustration, is maintained or is damaged under the same conditions in all camps, regardless of size, purpose, or location. Personality and character outcomes follow the same principles whether the camper wears a Scout uniform, a red triangle, a bathing suit, or his birthday suit.

There is a long journey ahead of us before camping as an enterprise embodies the pertinent accredited knowledge available at present. To identify some of these conditions for effective camping is a first step toward their acceptance and embodiment by camping on a wider scale.

VALUES TO THE COMMUNITY

Since we are talking in grandiose fashion tonight, we may as well raise our sights one notch higher. The summer camp possesses a community opportunity and obligation which demands that standards be formulated and applied. This assertion rests on the assumption that a marked extension and expansion of camping by the community may soon take place. We have been saying for some time that a camp experience should be the right of every child in America; that no child's development or education is adequate without some experience in an organized camp. Perhaps we are thinking of the millions of "uncamped" children pouring into our camps when we talk in this manner, but I believe we have a vision of some-

thing much more significant than this. Medicine as a profession is more concerned—or should be—that all persons secure the advantages of medical care than that particular doctors have the advantage of paying patients. This is one of the marks which distinguishes a profession from business.

The onset of the depression undoubtedly checked the extension of public education and public recreation into the camping field, but many keen observers of contemporary life are sure that such an expansion is inevitable and imminent. If the public—parents, schools, and other agencies—are to discover and utilize the summer camp on a greatly extended scale it is extremely important that high standards for camping become established and operative. Otherwise, a glorious opportunity may turn into calamity!

Our ability to interpret the purpose and possibilities of the summer camp to the public falls far short of the goals and standards which our best camps have set for themselves. If something like a consensus on desirable standards can be secured, it will provide both the material and the impetus for a vigorous program of interpretation of the modern camp to the public.

As the place and possibilities of the summer camp become more and more recognized by the community at large, the need of established standards will be increasingly apparent. The question is, *what standards of evaluation* will be used? Also, from what source will these standards of evaluation come? From interested groups in the community who want assurance that the expenditure of their money for camp fees or for the support of agency camps is justified? Or from the directors and leaders of the camps themselves? Our plea is that those primarily responsible for camps (we ourselves) take the lead in the development and the application of adequate standards for the 10,000 camps which

enroll over 2,000,000 children annually. We should have the interest, the incentive, and the ability to undertake this socially valuable task. Setting standards should be primarily the responsibility of the practitioners, but the community will and must assume it if we do not.

The Institute Procedure

A short statement of the procedure to be followed in working at the job of formulating standards during these three days must be made and then we'll get started at the real work.

First, it should be emphasized that we shall not be concerned with the "practical problems" of how and what to do in camp. They have occupied our attention in the five preceding Institutes. We shall focus our attention on the practices which we believe are generally desirable.

There will be sections or groups working on standards for the four following areas: Health and Safety; Program; Staff Selection and Supervision; and Administration. You have all indicated in which of these sections you desire to participate. Each section will have four meetings, one tonight, two tomorrow, and one on Sunday morning. The procedure for each section will be outlined by its chairman. In general, it will follow the pattern of: (1) listing the aspects of the area around which standards should be developed, and (2) agreeing, as far as possible, as to what the standard, that is, the desirable conditions for each of these factors, should be.

Obviously, it will not be possible to state all the standards in quantitative terms. In some cases they will be best stated as a process. For example, instead of stating a quantitative standard for leaders' objectives you may ask, To what extent are processes present to help leaders define and understand objectives? It is equally clear that standards may vary with the age of campers. Since the great majority of the campers in the camps represented by this group, probably 90 per cent, are from nine to eighteen years of age, it is suggested that we direct our trunk line of thought toward campers of this age.

There will be two sections not working primarily on standards. The section on "Community Aspects of Camp Planning" has been provided for persons who have community responsibilities or interests related to camping. The other section, for counselors, will deal with the kinds of questions that concern those not directly responsible for the administration and supervision of camps.

We are beginning here tonight a journey into a far country. The setting of standards for the summer camp is a distant goal. But, we can step forward on the road with the sense that we are engaged in a quest of the utmost significance. And, while we move with our eyes on the future, we shall be receiving on the way, even in these three days, the kind of help for ourselves which should make possible the achievement of larger results for the tens of thousands of children who will be in our camps this summer.

CHAPTER II

Suggested Tentative Standards

SECTION 1: SUGGESTED STANDARDS FOR PROGRAM

I. Objectives

- A. A camp should have clearly, specifically, and recently stated objectives.
 - 1. To what extent are the aims and objectives clearly stated by the sponsoring group?
 - 2. To what extent do the director, counselors, and staff understand the stated objectives?
 - 3. How recently were the objectives reviewed and revised?
- B. Counselors should be helped to define specific objectives for individual campers. (*See* Section 3, B.)
- C. The objectives of the camp should have some real relation to the needs of the campers and the needs of communities from which they come.
 - 1. Each camp should see its particular objectives in relation to those of other camps operating in the same community, and wherever possible cooperate with other camps in getting its objectives defined in order that specialized types of needs may be adequately recognized and made the basis for community planning.
- D. There should be a close relation among "talking points," objectives as implied from practices, and stated purposes.
- E. Campers should have a chance to form objectives for themselves in the activities in which they participate.
- F. Provision should be made in the supervisory processes of the camp

to integrate the objectives formulated by each of the following groups of persons: agency, camp committee, directors, parents, campers, and staff.

II. Activities

- A. The activities of a camp should be appropriate to the setting and should serve to develop a real understanding and appreciation of outdoor living.
 - 1. Wherever possible, activities which are dominant in non-camp situations should be deliberately discouraged.
- B. The activities program should be such as contributes to, rather than undermines, the health of campers.
 - 1. To what extent are the whole camp program and daily schedules planned in harmony with the energy levels of the campers' day and staff's day?
 - 2. To what extent are provisions made to give participants additional rest and recuperation if activities are strenuous?
 - 3. To what extent are there arrangements for sufficient sleep and a daily rest period when every effort is made to have all campers asleep or lying down for purposes of relaxation?
 - 4. To what extent are the pace, pressure, and intensity of the program and its administration recognized, and regulated?
- C. Some minimum features should be fixed in the schedule.

1. To what extent are definite schedules of meals, rising and retiring, and an additional hour of rest adhered to (with intelligent exceptions)?
2. To what extent is provision made for "time off" for staff?
3. To what extent is the time for swimming and water sports fixed (with intelligent exceptions)?
- D. The program of activities should be varied and balanced.
 1. To what extent is there as much variety in the activities as the environment and leadership can adequately provide?
 2. To what extent does the camp take full advantage of facilities available?
 3. To what extent is the entire program balanced so that no elements are over-emphasized to the neglect of others?
 4. To what extent are the program resources in people, materials, and equipment varied?

Desirable Program Activities

- a. To what extent are there provisions for water sports, swimming instruction, boating, and life saving?
- b. To what extent is there a well organized and vitally motivated program of nature study?
- c. (1) To what extent is the camp fire program interesting and varied, with good stories, singing (preferably folk songs and ballads), woodcraft games, dramatization of local history or legend, etc.?
- (2) To what extent is there any dramatic development of local or legendary history in which all campers and counselors may share?
- d. To what extent is handicraft stimulated? (Bows and arrows, sketching, painting, plaster casts, basketry, etc.)
- e. To what extent are such activities as games, informal evenings around a campfire, music, dramatics, hikes, gypsy trips, and treasure hunts a part of the camp program?
- f. To what extent does the program include "out-of-camp events," small day trips by canoe, horseback or walking, longer canoe trips, cook-outs, and overnight trips?
- g. To what extent are programs planned to which parents and friends are invited?
- h. To what extent are all campers stimulated to take part in camp craft and pioneering programs?
- E. Campers should progress.
 1. To what extent do campers widen their interests, increase their knowledge, and improve their skills?
 2. To what extent is progress encouraged and measured? How?
- F. The program of activities should not be over-organized and over-supervised.
 1. To what desirable extent is over-organization and over-supervision avoided, giving campers time for leisure and participation at their own will and tempo?

III. Guidance

The importance of the influence of social and emotional adjustments on campers should be recognized. Every

effort should be made to secure for each camper such an adjustment to the life of the camp as will result in a feeling of security and happiness.

A. Individual differences should be recognized and taken into account in the program of the camp.

1. To what extent are individual differences and interests recognized and provided for by choice of activities?
2. To what extent are the activities so controlled as to keep in mind the differing individual needs and limitations for the campers participating?

B. Individual objectives for each camper should be formulated.

1. To what extent do the parents of each camper share in setting objectives by using a prepared blank before the camper comes?
2. To what extent does a physical examination contribute to individual objectives?
3. To what extent does observation of behavior (with or without behavior rating scales) contribute to individual objectives?
4. To what extent does an interview procedure with each camper contribute to individual objectives?

C. Resources should be present in camps to make possible the intelligent individualizing of the program.

1. To what extent are personal records for each camper kept? (See Section IX, B.)
2. To what extent is there a person in camp qualified to advise counselors and staff, and to counsel with campers about personality problems?
3. To what extent does the arrangement of buildings lend

itself to individualized program as against mass living? (Locations of cabins and tents, size of cabins, size of furniture for different age groups. Are the cabin units all the same size or of different sizes to accommodate cohesive groups of varying numbers?)

D. Counselors should be chosen for educational and personality insight and emotional maturity as well as activity skill.

E. The time-program of counselors should be such as permits individual guidance of campers.

IV. Motivation

A. The program methods of camps should be such as to stimulate the social growth and maturing of campers.

1. To what extent is participation the result of interest in the activity, thinking through actual consequences, the "group process," or other intrinsic motives?
2. To what extent is participation dependent upon the use of less desirable motivation, such as awards (ribbons, points, cups, honors, etc.), camp requirements and compulsion, or competition?

V. Coöperative Planning

A. The planning of the camp program should be a coöperative experience of directors, campers, and counselors.

1. To what extent do the directors plan the program?
2. To what extent do the counselors' meetings plan program?
3. To what extent does the campers' council plan program (through cabin group, camp council, etc.)?
4. To what extent are policies

and program the result of co-operative decision among staff, counselors, and campers?

VI. Evaluation, or Appraisal

- A. Every camp should be evaluated every year according to some camp standards.
 1. To what extent has the camp been evaluated according to national agency standards or city Federation of Social Agency standards by some one outside the camp?
 2. To what extent has it made a self-study according to some inter-camp standards?
- B. Every camp should seek to judge the results of the experience on each individual in light of the camp objectives.
 1. To what extent are the results of the experience judged by unsolicited comments by campers and parents?
 2. To what extent do the staff depend upon their own general observations?
 3. To what extent are parents' judgments secured through some systematic plan after camp closes?
 4. To what extent are comments by campers sought as a method of evaluation?
 5. To what extent are attempts made to judge changes at the beginning and end of camp by such means as standardized tests or behavior rating scales?

VII. Grouping

- A. Tent and cabin colonies should be divided into smaller groups, scattered informally, and adjusted to the terrain. (Such an arrangement allows for age, experience, and interest groupings and avoids mass living.)
 1. To what extent is the total

camp divided into smaller colonies to avoid mass living?

- B. Tent and cabin groups should be small enough to permit a high degree of personal, individual attention on the part of counselors.
 1. To what extent is the ratio of counselors to campers less than one to six for campers under nine years of age?
 2. To what extent is the ratio of counselors to campers less than one to eight for campers between nine and twelve years of age?
 3. To what extent is the ratio of counselors to campers less than one to twelve for campers between twelve and sixteen years of age?
- C. The ratio of total camp personnel (staff, activity experts, and counselors) to campers should be such as assures a high degree of leadership.

The grouping should be such as will give each camper the most secure, most happy, and most beneficial experience.

 1. Does the director take into consideration the needs and desires of campers in assigning group living?
 2. Are campers of one home group, neighborhood, or community kept together or are they scattered through a number of groups?
 3. Are campers required to stay in the original group or are they shifted about until a real adjustment in family group is found?

VIII. Relation to Year's Work

- A. It is desirable for campers to come to camp with home associates—friends, club or troop

members, or others with whom they will be associated through the rest of the year.

1. To what extent do campers come from organized groups that meet during the year?
 2. To what extent do campers come to camp with friends with whom they are associated through the year?
- B. It is desirable that effective group work agency leaders be transplanted into camps which their boys or girls are attending during the summer.
1. To what extent is there adequate provision for training of this year-round leadership?
- C. It is desirable for the campers to make contacts with others than just members of their own organizational group while at camp.
1. To what extent do non-members of the majority group participate in effective camping?
 2. To what extent are the points of view of campers broadened by contacts with other groups?
- D. Camps should assume some responsibility for discovering the home and community background of their campers and relating the experience of the camp to the camper's home and community experience.
1. To what extent are interests discovered, progress made, and problems found reported to home, school, church, or club leader back home?
 2. To what extent are clubs or groups formed around interests discovered at camp?
 3. To what extent is continuing contact maintained upon return with campers having pronounced behavior problems?
 4. To what extent are parents of our campers made aware of the

goals and opportunities of the organized camp?

IX. Records

- A. Program or activity records should be kept to show a log of the activity group and the experience of individuals in the activity.
1. To what extent do the various interest groups and classes keep a log of their activities?
 2. To what extent is the individual experience of campers recorded by activity group leaders?
- B. Personal records of campers should be kept so as to provide better understanding of the campers and their backgrounds by all who deal with them.
1. To what extent are application blank information, information from parents, physical examination data, interview records, observation comments, treatment suggestions, and program experience kept in one file?
 2. To what extent is this file used by counselors, interest group leaders, and staff supervisors in dealing with campers throughout the year?
 3. To what extent are these records made the basis of staff discussion to aid in understanding individual campers?
 4. To what extent are these records used in staff selection and training?
- C. Yearly records of the work of each department of the camp, together with suggestions of improvement for the next year, should be kept in order to form a basis for planning and improvement.

SECTION 2: SUGGESTED STANDARDS FOR SAFETY AND HEALTH**Safety****I. Physical Condition of Site**

- A. The camp site should be reasonably free from hazards, with safety of drinking and swimming water (established by state laboratory tests), and good drainage.
 - 1. The site should have proper elevation, and should slope to carry off rain water.
 - 2. Practically every portion of the ground should be exposed to the sunshine for part of each day.
 - 3. The foliage should be well kept, with the underbrush cleared of weeds and poisonous plants.
 - 4. The site should not be near swamps (at least a mile distant), stables, open privies, garbage or manure dumps, manufacturing plants, or dusty roads, high cliffs, swift streams, railroad or trolley lines, or motor speedways.
- B. The camp site should be free from hazards in buildings and grounds.
 - 1. To what extent does the camp have gravel walks and roadways?
 - 2. To what extent is the neighboring territory inspected and made free from hazards?
- C. There should be a regular, systematic check-up to maintain good physical condition of the camp proper and the neighboring territory used by campers.
 - 1. To what extent are the grounds kept free from trash? Are proper receptacles for trash conveniently located around the grounds?

II. Accident Prevention and Education

- A. It is the responsibility of the director and staff to study accident pre-

vention in the light of the physical conditions peculiar to the particular camp, and to provide for emergencies.

- B. There should be provision of adequate medical staff and supplies.
 - 1. Is there a registered nurse or graduate physician included as a member of the resident camp staff?
 - 2. To what extent are there adequate quarters for the isolation of sick persons?
- C. It is the responsibility of the director and staff to instruct campers in accident prevention, considering: fire hazards, hazardous activities such as use of axes and knives, trips and hikes, swimming and diving, riding, archery and rifle shooting, canoeing and boating.
- D. For water-front safety, it is recommended that standards of the American Red Cross be used as a basis for adequate safeguards and for selection of trained water-front leaders.
 - 1. To what extent is the number of members on the water-front staff adequate?
 - 2. To what extent is meticulous supervision maintained during the swimming periods and other water-front activities?
 - 3. To what extent is water-front equipment kept in good repair and in perfect order at all times?
 - 4. Is a check system of some kind used during the swim period?
- E. It is urged that a double concept of safety be made the ideal of the summer camp: that the campers be adequately protected, and, secondly, that they be given a type of education concerning safety which will make them intelligent in meeting each new situation in which hazards might be present.

¹It is recommended that careful study be made of Sanders, J. E., *Safety and Health in Organized Camps*.

Physical Health

I. Provision of Healthful Environment

A. The sanitary arrangements of the camp-layout should be approved by the local or state department of health.

1. Are both drinking and swimming water tested at intervals during the time the camp site is used?
2. Are places of waste disposal located where they will not contaminate the water supply?
3. Is there provision for hygienic drinking water service?
4. Are the latrines fly-tight? Do they afford privacy? Is the seating capacity adequate?
5. Are the camp site and buildings kept in sanitary condition?
6. Is all garbage and refuse adequately disposed of?
7. Are there proper provisions for food care and handling?

B. There should be an efficient system for the control and checking of infections and contagions.

1. To what extent is there a pre-camp medical examination of food handlers by public health authorities?
2. To what extent is there a pre-camp medical examination of the staff?
3. To what extent does the camp get a health history from the parents of the camper before the camper arrives?
4. To what extent is there a complete physical examination of campers as soon as they arrive in camp?
5. To what extent does the camp have planned procedures to follow in case of emergencies?
6. Does the camp have facilities for the isolation of all cases of suspected contagions?

II. Building Health

A. "The proper amount, variety, and quality of food is one of our most important preventive measures; in fact, the vigor and success of a nation (or camp) rest fundamentally upon its diet."

1. Does the camp meet the desirable standard in terms of foods per day per child as listed below?

a. Milk: One quart or its equivalent in evaporated or dried milk to be used for drinking or in cooking. (In low-cost camps one pint at least should be provided for beverage purposes, and dried skim milk used in cooking.)

b. Eggs: One per day.

c. Meat, fish, or fowl: At least one generous serving per day. (Low-cost camp may substitute beans, legumes, or cheese to a slight extent.)

d. Fruits and vegetables: At least two generous servings of each daily. One serving at least should be orange or tomato, or some other known good source of Vitamin C.

e. Whole-grain bread or cereal: Should be served at least once daily and preferably should be available along with white bread at every meal.

Note: These foods will assure the dietary requirements for protein, minerals, and vitamins. (Points *a* through *e*.)

f. In addition to the previously-listed foods, ample quantities of bread, butter, potatoes, desserts, and other foods should be provided in amounts to satisfy the energy (calory) needs.

2. Does the camp meet the desirable standards in regard to the preparation and serving of the food as listed below?

a. To what extent is the menu well planned and well balanced to insure proper proportion of food values?

b. To what extent is the method of serving food attractive? Does the method insure equal and prompt distribution?

c. Are all perishable foods adequately preserved through a system of refrigeration?

d. Does the camp have a well-qualified nutritionist on the staff to supervise all food and nutrition aspects of camp life?

B. A program of quiet and vigorous activities should be balanced by sufficient sleep and rest.

1. To what extent does the camp meet the standard hours of rest for children as set up by the White House Conference?

a. "For the night sleep, children up to the seventh or eighth year should have 12 hours, and at the sixteenth year 9 hours. Between the eighth

and the sixteenth year the reduction in hours of sleep at night will vary with the individual child, but in general these figures may be adopted as reasonable:

<i>Years</i>	<i>Hours</i>
9	11½
10	11½
11	11
12	10½
13	10
14	9½
15	9½
16	9"

2. To what extent does the camp have a rest period of sufficient duration? To what extent is this period actually used for rest and relaxation?

C. The camp should provide adequate medical and nursing service.

1. Does the camp have a registered nurse in residence, experienced work with children?

2. Does the camp have a doctor in residence or within easy call?

3. Does the camp have adequate infirmary facilities within camp or hospital facilities within reasonable distance from camp?

Mental Health

I. Camping Experience Should Further the Process of Individual Development and of Social Adaptation

A. To what extent is the camp staff familiar with:

1. The normal process of social development of the child?

2. The nature of the individual child's relationship with his family, his school, his camp?

3. The child's own conception of relationship to others?

4. The possibilities for influence of the counselor-camper relation-

ship on the child's thinking and behavior?

5. The opportunities inherent in camp situations for furthering the process of social development and overcoming handicaps to development:

a. The development of independence and sense of responsibility?

b. Learning coöperation through group participation?

c. Acquiring skills and development of interests which give

satisfactions and a sense of competence?

B. To what extent is the entire pro-

gram of the camp planned to meet the child's individual interests, capacities, and needs?

SECTION 3: SUGGESTED STANDARDS FOR STAFF SELECTION, SUPERVISION, AND ORGANIZATION

I. Qualifications of Staff

A. Counselors

1. Education and Experience

It is desirable that all counselors should have a background of education and experience which fits them for the responsibilities of leadership with children in an agency of recreation or informal education.

To what extent do counselors have:

- (a) A minimum of two years of college education, or its equivalent?
- (b) Special education in the social or educational sciences?
- (c) Leadership experience with children in recreational or informal education activities?
- (d) Previous experience in an organized summer camp?
- (e) Adequate skill in some of the camp activities?

2. Personality and Character Factors

It is highly desirable that counselors possess the personality and character factors requisite for leadership in an agency such as the summer camp.

To what extent do counselors have:

- (a) Emotional maturity, that is, adult attitudes, emotional stability, and independence?
- (b) Respect for children as persons?
- (c) Ability to work *en rapport* with campers?

(d) Resourcefulness, initiative, and creativeness?

(e) Ability to use coöperative rather than autocratic methods of control?

(f) Educability, that is, an open-minded attitude toward achieving insights, knowledge, and skills needed for leadership in an educational enterprise?

(g) Socialized interests and outlook?

(h) Broad intellectual and æsthetic interests?

3. Physical and Health Factors

All counselors should possess the health and vitality needed for the responsibilities of leadership in the summer camp.

To what extent are counselors:

- (a) Required to pass a regular physical and medical examination?
- (b) Required to show other evidence of health and vitality?

B. Specialized Personnel

1. Instructors

It is desirable that instructors possess all of the qualifications listed for counselors and, in addition, the particular qualifications necessary for the specialized responsibility they carry.

To what extent does the *Music Instructor*:

- (a) Possess qualifications in his art or field?
- (b) Make emphasis on techniques secondary?

- (c) Have the ability to stimulate appreciation of good music?

To what extent does the *Crafts Instructor* have:

- (a) Qualifications in a variety of crafts?
- (b) Teaching ability?
- (c) The ability to stimulate interest in activities?
- (d) Organization ability?
- (e) The ability to individualize instruction?
- (f) Personality and character insights?

To what extent does the *Water-front Director* have:

- (a) Red Cross or equivalent qualifications?
- (b) Ability to organize and demonstrate activities?
- (c) Teaching abilities?

To what extent does the *Dramatics Instructor* have:

- (a) Qualifications in his field?
- (b) A secondary emphasis on technique of production?
- (c) Personality and character insights, especially as related to activity?
- (d) Ability to stimulate interest in the activity?

To what extent does the *Nature Lore Instructor*:

- (a) Possess resources in his field?
- (b) Use informal teaching methods?
- (c) Possess a genuine love for the out-of-doors?
- (d) Possess the ability to stimulate inquiry and imagination?

2. Consulting Psychologist

It is desirable that all camps should have the services of a specialist, whether in camp or in an accessible community, in mental hygiene and personality problems.

C. *Camp Director*

It is desirable that the camp director have the educational equipment and the vocational experience which fit him primarily for the function of the administrator and supervisor of the educational enterprise.

To what extent does the *Camp Director* have:

- (a) His major vocational interest in the field of education?
- (b) A college education, with specialized study in fields related to camp, as mental hygiene, education, sociology, etc.?
- (c) Maturity of personality and judgment?
- (d) Understanding of the place of the camp in society?
- (e) Executive and administrative ability?
- (f) Insight and skill in educational supervision?
- (g) A sense of social values?
- (h) The ability to interpret the camping enterprise to the public?

II. Techniques of Selecting Staff

It is desirable that there be procedures in the selection of the staff which are most adequate for ascertaining the extent to which the qualifications previously listed are possessed by the candidates.

To what extent are the following procedures used with prospective staff members:

- (a) Personal interview by the camp director and other administrative or supervisory officials?
- (b) Standard application form which secures the essential information?
- (c) Discriminating recommendations from persons in position to know both the needs of the

camp and the candidates' qualifications?

(d) Autobiographies?

III. Staff Training and Supervision

A. Extra-Camp Training

It is desirable that procedures for keeping staff members camp-minded and for improving their insight, knowledge, and skill be used between camp seasons. This presupposes the early reappointment and selection of staff members.

To what extent are the following procedures employed or encouraged:

- (a) Leadership experience with groups through the year?
(For agency camps, experience with the community work may be desirable.)
- (b) Regular meetings of the staff?
- (c) Training course for the staff?
- (d) Attendance at institutes, training courses, schools of recreation, etc.?
- (e) Use of reading, such as correspondence, special articles, and books?
- (f) College courses in child psychology, mental hygiene, and similar fields; and courses related to content of program, such as physical activities, dramatics, nature lore, etc.?
- (g) Pre-camp training in camp?
- (h) The development of reports around major aspects of camp by small committees or commissions?
- (i) An organization of the staff which continues throughout the year (if staff is concentrated in one center)?

B. In-Camp Training and Supervision

It is desirable that training and supervisory methods in camp correspond to the best principles and

techniques of educational supervision.

1. Staff Meetings

It is desirable that the staff meeting be used primarily for the improvement of the staff in the performance of their functions.

To what extent do staff meetings:

- (a) Have their purposes clearly defined by those in charge?
- (b) Have content in harmony with the objectives of the camp?
- (c) Deal with items which are primarily for the education of staff members rather than for the administration of camp and program? (This might be modified by the short-term camp.)
- (d) Provide an opportunity for members to participate?
- (e) Result from coöperative planning of the staff?
- (f) Make provision for special groups, such as instructors, counselors of a large section of camp, etc.?

2. Interviews

It is desirable that all persons who are primarily supervisors in functions, such as the camp director, program director, and personnel director, department heads, and directors of sections, should have insight and skill in using interviews as a major educational procedure with counselors or other staff members.

To what extent are interviews:

- (a) Regular and systematic?
- (b) Based on good principles of interviewing, such as making problems of staff members central, recognizing mutuality between super-

visor and staff member, stimulus of self-analysis and self-discovery on part of staff member, etc.?

- (c) As frequent as required by the need of staff members?
- (d) Planned rather than casual, even though informal?
- (e) In content really related to the major objectives of the camp?
- (f) Based on information about campers from home, medical examinations, previous camp records, etc.?
- (g) Based on some type of staff-rating device?

3. Resources for Training

It is desirable that camps have resources in library and personnel which are consonant with the task of the camp in the education and supervision of its staff.

To what extent does the camp have:

- (a) A good library, with adequate materials on the general field of camping, on special activities, and on related fields, such as child psychology, education, discussion method, group leadership, etc.?
- (b) A camp director or another person who has as his primary resources insights and skills essential for staff training processes?

C. Staff Appraisal

It is desirable that all members of the staff be systematically appraised from the standpoint of the qualifications they possess for camp leadership and competence in performance.

To what extent are staff members:

- (a) Evaluated early in the camp season—as a basis for supervisory interview and as a means of stimulating improvement?
- (b) Appraised at the end of the camp season—as a means for estimating the effectiveness of particular leaders and the total leadership of the camp?
- (c) Appraised by the use of an adequate rating device by supervisors?

To what extent are rating devices used by staff members?

D. Counselor-in-Training, or Pre-Counselor Training Program

It is desirable that camps have a definite program for the training of prospective staff members.

To what extent are the following factors present:

- (a) The selection of prospective counselors who will meet the qualifications for counselors as previously enumerated?
- (b) Prospective counselors given graduated increase of responsibility with campers
 - (1) in instruction?
 - (2) in participating in camp program planning?
- (c) A definite curriculum of training, with a qualified person in charge?
- (d) The provision in the curriculum for developing prospective counselors in insights needed around camp objectives, leadership methods, and necessary skills and activities?
- (e) Prospective counselors encouraged to
 - (1) take leadership with children through the year?
 - (2) take suitable courses at college?

- (3) attend institutes, training courses, etc., in camping or related fields?

IV. Staff Organization

A. Leader-Camper Ratio

It is desirable that there be:

1. A group counselor to every six or eight campers. (This would vary with age. See Section I on Program.)

B. Participation in Policy- and Program-Making

It is desirable that members of the staff participate both in determining program during camp and in program policies.

To what extent does the staff:

- (a) Participate in planning program that grows out of interests and needs of campers in camp?
- (b) Participate in formulating recommendations to be presented to camp committee or controlling camp body?

C. Definition of Responsibilities

It is desirable that all staff members have a clear understanding of their own responsibilities and of the relationships which are to be maintained in camp.

To what extent:

- (a) Is there a job analysis for each counselor and staff member so that his own responsibilities are clear?
- (b) Is there definite clearance and understanding on relationships within the camp?

D. Counselor Load

It is desirable that the group counselor should not have so heavy additional responsibilities that effective leadership with the campers is impaired.

To what extent do counselors:

- (a) Have instructional or other responsibilities in the camp that limit unduly their attention to campers?
- (b) Carry responsibilities so great that normal opportunities for rest and reading are impossible?

E. Remuneration

It is desirable that staff members receive adequate compensation for the responsibilities they carry.

To what extent do staff members:

- (a) Receive a salary which is commensurate with their responsibilities?
- (b) Receive intrinsic compensations or satisfactions, such as enjoying a creative experience, having a sense of growth and achievement, etc., which approach a professional type of compensation?

F. Continuity of Staff

It is highly desirable, from both the economic and the educational standpoint, that there be substantial continuity of staff.

To what extent have staff members been in camp:

- (a) Over five years?
- (b) Two years or over?
- (c) Less than two years?

G. Recreation

It is highly desirable that all staff members have adequate opportunities and facilities for recreation, including staff cabin.

To what extent do all staff members have:

- (a) A day off each week?
- (b) Specific time off each day?
- (c) Facilities for recreation?

H. Living Accommodations

It is highly desirable that there be adequate living facilities for the

staff. There is difference of opinion as to whether counselors should live with campers or not, but the weight of opinion seems to be unfavorable to this practice.

To what extent does the camp provide:

- (a) Accommodations for staff separate from those of the campers?

SECTION 4: SUGGESTED STANDARDS FOR ADMINISTRATION

I. Organization

A. Camps should have a functioning camp committee, representing the public, to help determine the operating policies of the camp.

1. Is the composition of the committee such that it includes people with interests and abilities to help with decisions about camp operations? People with wide community contacts such as represent the best interests of the public in camping? People with relations to financial constituency?
2. How frequently and for how long do they meet?

B. The camp should have some outside affiliation which assures stimulation from outside itself and requires some meeting of standards.

1. Is the camp affiliated with a national agency?
2. Is the camp affiliated with a local camping organization? (Council of Social Agencies Camp Council, etc.)

C. Staff and counselor organization and responsibility should be clearly charted and understood and the relationships satisfactorily defined.

1. Is the executive director in camp most of the time or away often? Is some competent person understood to be in charge during his absence?
2. Does the staff organization permit each staff person to work at well-defined tasks in satisfactory relation to other staff functions?
3. Does adequate authority accompany responsibility?

D. The organization for policy determination should allow a board of directors and committees, directors, counselors, and campers to share in the determination of policies.

1. To what extent is there a clearly organized relationship for policy making between boards and committees, directors, counselors, camp councils, cabin and tent groups, and any other group units concerned with camp policies?
2. Do these organizational relationships assure appropriate policy decisions between the various groups and make possible coöperative decision on such matters where various groups are affected?
3. Does the camp director deal co-operatively or autocratically with directors, counselors, campers, and committee?
4. To what extent are there some checks on the camp director?

II. Finances and Business Management

A. The camp should have stable and adequate financial resources.

1. Is it free from excessive debt?
 2. Can the camp depend upon a subsidy from endowment, individual contributions, agency budgets, or community fund?
 3. Is income from campers' fees sufficient for its budget?
 4. Has it reserves and amortized depreciation on its equipment?
- B. The amount of money spent for personnel and program should be in favorable relation to that spent

for equipment maintenance and administrative costs.

1. What is the ratio of administrative and equipment costs to personnel and program service costs?
 2. To what extent is this like or different from camps with approximately the same budget?
- C. The financial and cost accounting should be such as enables the camp to know the actual costs of various units of operation, to keep an accurate account of expenditures, and to have it audited by reputable accountants.
- D. The camp should carefully prepare its budget, provide central control of expenditures, and periodically review and revise the budget to operate within it.
- E. The camp should carry on its business affairs with good business methods.
1. Are bills discounted?
 2. Is buying done most economically? Are food purchases made in the proper quantities and at the right times to assure the best prices?
 3. Does the accounting give adequate control of expenditures? To what extent are such items as are handled by the camp store, supplies for trips, materials, and other minor business enterprises inventoried and carefully accounted for?
 4. To what extent are tax rulings of the local community and state carefully investigated to secure elimination of taxes for educational agencies? To what extent does the camp participate in coöperative endeavors to secure the elimination of taxes?

III. Site and Equipment

- A. The camp site should have natural beauty, privacy, spaciousness, nat-

ural resources for program, a minimum of unnecessary hazards, and have adequate drainage for all extremes of weather.

1. Is the site "woody" and attractive? Does it afford opportunities for the study of plant and animal life, swimming and boating, exploring, natural handicraft, and "roughing it"?
 2. To what extent is the camp site situated away from cities and towns, undesirable resorts, and the homes of campers?
 3. To what extent is the camp site adequate in acreage to provide for unit layout without crowding (2½ acres per unit to accommodate 24 campers and 4 leaders, and 5 acres for main camp buildings)? Is the area sufficiently large to provide sufficient distribution of the shelters to retain natural landscape, to provide for isolation of groups, to allow for recreational areas, to provide opportunities for individual campers and groups of campers to have exploratory experiences?
 4. To what extent is the camp site available for all-year-round camping?
 5. To what extent is the camp site sufficiently situated on elevated land with porous, sandy, or gravelly subsoil to insure good drainage at all times?
 6. Is the site owned or under long-term lease or guarantee of continued use?
- B. The housing facilities for campers and staff should be adequate, dependent upon the climatic conditions of the locality, consistent with standards of health and sanitation, affording ample opportunity for effective programming and meeting the specific needs of the particular camp.

1. To what extent is simplicity of equipment maintained?
 2. To what extent is provision made for all-year-round camping?
 3. To what extent is equipment kept in good repair?
 4. Is necessary fire-fighting equipment provided?
 5. Is lighting equipment adequate?
 6. Does tentage or housing for sleeping quarters give adequate protection against the weather?
 7. Are there sufficient quarters for administrative purposes to protect records and facilitate administrative procedure?
 8. Does the camp have opportunity for hot baths?
 9. Are staff quarters adequate—do they provide opportunity for the staff member to get away from campers and others and get relaxation? Are counselors quartered directly with campers in any way that may foster undesirable practices?
 10. Is there adequate safeguarded space for equipment and supplies?
 11. Is there an average of 40 or more square feet of ground or floor space allowed for each camper for tentage or housing? Are the number of persons accommodated in each separate living unit kept to a small number, such as 4, or 6, or (as a maximum) 8?
 12. Is the administration unit centrally located for supervision and contact with the whole camp? Does it provide room for conducting administration duties and consultations in privacy?
 13. Does the director's cottage afford privacy? Does it have a guest room?
 14. If a caretaker is permanently connected with the camp, is his cottage sufficiently removed from the main camp to avoid unnecessary interferences with camp activities program, yet sufficiently near for emergency needs?
 15. Is space provided for a camp store at which camp materials may be sold?
 16. Is space provided for library books and other program resource materials?
- C. In developing a camp site the natural surroundings should be disturbed as little as possible except to protect health and safety and to permit of program opportunities.
1. Do the structures blend in with the natural landscape?
 2. Are the buildings of a design best calculated to keep a "woodsy" atmosphere?
 3. Do the buildings anticipate future expansion both as to the capacity of a specific structure as well as the layout providing opportunity for the construction of additional units as required? Is there a definite plan for such future expansion?
 4. Is there a program of conservation of natural resources, and an active plan of reforestation?
 5. Do the campers help with the development of the camp by the construction of projects within their ability to accomplish?
 6. Are the alumni of the camp as well as individuals encouraged to support particular projects in the development scheme?
- D. *Plant Maintenance*
1. The buildings and equipment should be maintained in usable condition at all times so as to protect the investment and to

keep loss and depreciation to a minimum.

- a. Is there a caretaker or some one who looks after the property throughout the year?
 - b. Is there a program of repairs and replacements?
 - c. Are materials stored so as to minimize loss through vandalism?
 - d. Are the buildings adequately protected by fire and tornado insurance?
2. Adequate safeguards to prevent loss by fire should be taken.
- a. Are there fire-fighting tools available in a prominent place and ready for use in emergency?
 - b. Is gasoline stored away from buildings and in a prominently marked place with warning signs?
 - c. Are periodical safety studies made to uncover fire and safety risks?
 - d. Are fire extinguishers in readiness and loaded?
 - e. Is there a periodical inspection by fire underwriters?

IV. Publicity

- A. The publicity or public interpretation should be such as builds understanding, confidence, and support for the camp.
1. To what extent is there a defi-

nite interpretation program or publicity plan?

2. To what extent is there a close relationship between "talking points" and actual practice?
3. To what extent does the camp utilize such media as newspapers, news letters, speaking, radio, pamphlets or booklets, and others to interpret the need, function, and services of the camp?
4. To what extent does the agency coöperate in inter-agency interpretations of camping to the community?

V. Records

- A. Records should be currently kept and used for administration, planning, supervision, and research.
1. To what extent are administrative records of enrolments and prospects, equipment use, and inventories kept?
 2. To what extent are personal records of campers' backgrounds, physical condition, activity experience, and interviews kept?
 3. To what extent are records of activity groups kept?
 4. To what extent are records of counselors kept?
 5. To what extent are the foregoing records used for administrative planning, supervision, and research?

CHAPTER III

Next Steps in the Development of Camp Standards

A SUMMARY

ROY SORENSON

The Institute As an Adventure

In a number of ways this Institute has been a very significant adventure.

It has been *an adventure in fellowship*—inter-camp, inter-agency, inter-city fellowship. Every type of camp is represented here. As I look about the room I recognize people from many communities from as far west as Omaha and as far east as Pittsburgh. The composition of the planning committee symbolizes significantly the inter-agency aspect. People from settlements, the Girl Scouts, the Boy Scouts, the Y. W. C. A., the Y. M. C. A., George Williams College, private camps, the Elizabeth McCormick Memorial Fund, the Mental Hygiene Society, and the Institute for Juvenile Research worked together with confidence, trust, and unusually good working relations. Seldom have I had the privilege of working with a group with as much satisfaction, fun, and fellowship.

It has been *an adventure in professional coöperation*. Dr. Mohr yesterday spoke of maturity as growing from dependence and the need of help to the ability to help others. This might suggest that professional maturity implies the ability and willingness to contribute to needed professional developments as well as to get help on one's own problems. In this Institute we have gone beyond attempting to get specific help for our own specific camp problems and joined with others in defining standards of work in terms

which transcend our differences in types of camp. This represents professional coöperation at its most significant level.

The coöperative, participant nature of this Institute stamps it as a high professional enterprise. There have been many working groups and substantial leadership in each group. Some groups worked through lunch Saturday; several worked into Saturday evening, when no scheduled session was planned. It has been an experience which has joined over three hundred of us in several days of genuinely creative experience.

It has been *an adventure in educational reconstruction*. The point of view expressed by Dr. Mohr yesterday that what happens to persons is the real test of education; that the many kinds of behavior problems are different distress signals, flags, or symptoms of tensions, disturbances, and anxieties; and that the nature of counselors' relations with campers is very important in helping or complicating personality difficulties—all this implies considerable reconstruction in the ways by which we deal with people. This point of view has not been limited to an address; it has dominated the institute. Our standards have been developed from the point of view of the growth of campers and represent a new departure in the reconstruction of camp practice. This represents a truly promising educational adventure.

It has been *an adventure in social responsibility*. The group working throughout the institute on the Community Aspects of Camp Planning and the address by Mr. Hendry¹ on that subject means that as a company we have been concerned with our social responsibility. We recognize the necessity for appraising camping needs of various kinds for various groups of people from the point of view of the total community. This places us as a group above the level of individual operators of camp units and combines us in efforts for communities. In embarking upon this new goal we enter upon an adventure for which we are least experienced.

Next Steps

But this adventure will not end here. We have started a process which is still incomplete. There are further steps to which these three days obligate us.

1. Editorial work needs to be done on the standards which have been formulated here. These standards need to be given more careful formulation than is possible in the hurry of assembling ideas in a three days' institute.
2. The criteria developed here need to be rigidly tested in our camps this summer. They need to be matured. In the process of examining the criteria in actual camp situations and of examining camps by these criteria there are several principles to recognize. First, it is possible that in evaluating certain types of camps a given combination of the criteria will be more significant than each item treated as an isolated, separated unit. We may discover this summer what combinations are most useful for different types of camps. Second,

any attempts to change camp practices in the directions indicated by the criteria should be undertaken through such steps in transition as may be needed. Camps are not changed all at once, nor are all types of practices, administration, personnel, program, and health and safety changed at the same time. A realistic view of the process of change will allow for time and will encourage more general and genuine participation. The examination and discussion of these standards this summer by staff members will not only help to redefine our standards but should be a valuable method of staff training.

3. Some of the criteria cannot be stated as standards until data are secured for the establishment of statistical norms. We will be gathering some of these data this summer and will be requesting your help in securing them.
4. Reformulation of these standards will be necessary in the fall after use through the summer and after some norms are secured.
5. Other camp directors and conferences of camp people will need to work over the material if a set of generally accepted standards is to develop from these beginnings. Wherever our product here can be submitted to other camp groups for critical examination it should be done.
6. Our last step should be to get these standards used widely in a number of ways. They should be used by camp committees and directors for self-study, by Councils of Social Agencies in appraisals, by national agencies in camp evaluations, and by other standard maintenance bodies in

¹See Chapter IV.

keeping the standards of camping high.

Toward What Ends?

Throughout all of our discussion and effort to develop standards we have been mindful of the ends for which they exist. We want good standards—the highest we can get—in order that the thousands of people who attend our camps will be assured of:

1. Greater health and physical well-being: bodily vigor, a capacity for play and relaxation, resistance to disease, and motor coordination.
2. Self-development and personal growth: a more adequate personality; interests and skills for their enjoyment; abilities which enable people to originate, to create, to initiate, to plan, to be critical-minded, to make choices with judgment, to determine with a sense of proportion that which is suitable, and to be self-directing because of inner controls.
3. Social behavior and attitudes: satisfactory group relations and skills, social-mindedness, sense of communal responsibility and concern for human need.
4. Appreciations, ideals, and philosophy: æsthetic appreciations, or values of beauty; religious ideals, or values of goodness; and a philosophy of life, or values of faith.

These values—of body and of personality; social and spiritual—we seek through the organized camp, and it is because of our devotion to the achievement of these values that we have taken a significant step toward developing camp standards.

PART II

CHAPTER IV

The Need and Possibilities of Community Planning in Camping

CHARLES E. HENDRY

I fear my remarks may seem prosaic indeed in contrast with the mountain-top experiences so brilliantly described, and the Hollywood sights so guardedly alluded to, by our Pacific coast traveler last evening. One travelogue, however, should be enough for one Institute. I encounter much the same difficulty in refraining from a discussion of the problems of the Tennessee Valley and the program of the Tennessee Valley Authority as Dr. Dimock in postponing his treatment of his unofficial visit to Hollywood. If dust storms kept him from focusing his thoughts, if not his eyes, on camp standards, kilowatt hours, which have been substituted throughout the South for the familiar discussion of the weather, have practically blinded me to anything not intimately related to river control, power, soil erosion, and sub-marginal land.

You can imagine my delight, therefore, to have a gentleman enter our section last night from a city in Central Illinois where a dam has recently been constructed, creating a lake reservoir fifteen feet deep, within ten miles of the city, and with a well wooded shore-line area sixty-one miles in extent. Established camps were inundated and the community and the several agencies engaged in operating summer camps confronted the necessity of rethinking the needs and oppor-

tunities involved. The condition created differs chiefly in magnitude alone in comparison with the great inland lakes now in process of development in the Tennessee Valley basin. Basic physical changes of this nature produce problems, to be sure; but they also produce a set of conditions which make intelligent social planning a possibility, if not a necessity.

We have used this situation as a realistic point of departure in our sectional discussions on Community Aspects of Camp Planning, and with your permission I shall return to it again in the course of these remarks.

Dr. Dimock used two words last evening upon which one might fasten practically every thought one might have on this subject. I refer to his use of the terms—Obligations and Opportunities—the community's obligations and opportunities in relation to organized summer camping. Unfortunately, in many, if not most communities the challenge and implications suggested in these two words have been largely ignored or evaded.

Individualism in Camping

Camping as an institution operates under the same basic limitations which restrict and thwart sound social planning in other lines of enterprise. Camping, to an extent that places it in a class by itself, particularly in its private expression, has been a law unto itself. In few areas have the privileges of our *laissez-faire* economy been

¹This article represents a summary both of the address given by Charles E. Hendry before the entire Institute and the discussions of the section which dealt with problems related to this topic.

more freely enjoyed. With noteworthy exceptions camping in its traditional pattern of expansion and activity has demonstrated itself to be an individualistic enterprise, functioning essentially along competitive lines. As a consequence we have no guarantee that camping resources are distributed in terms of discovered needs, and we have no guarantee either that camps most worthy of survival are surviving.

Social planning in terms of the camping needs of whole communities obviously has been largely crowded out of the picture. Such has not been the fashion in our American economy. In private camping, as in private business, in organization camping as among character-building agencies, competition, rugged and ragged, has been an embarrassing element.

To be sure, some progress has been made in cooperation. Certain voluntary codes of ethics have been developed to regulate the cultivation of camper constituencies; large- and small-scale advertising has been undertaken cooperatively to sell the idea of camping; joint purchasing has been explored with varying degrees of satisfaction; efforts have been exerted cooperatively to protect camping interests from disturbing legislation; experiences have been shared in conferences and publications; cooperative surveys and research have been attempted under the stimulation, in frequent instances, of other than camp groups themselves; formal courses in camping have been introduced in an increasingly large number of colleges and universities through joint demand and effort.

For such voluntary cooperation we have nothing but praise. We recognize its significance and the lasting contribution which it has made to organized camping as a movement. Such joint enterprises must continue and expand, and we all expect and have

reason to anticipate unprecedented advances in this direction under Herbert Twining and a revitalized National Camp Directors' Association. Let us not fail to recognize, however, that we have been thinking largely of camp planning in terms of the *camping* interests involved. I propose to you that we think for the time that remains in terms also of the *community* interests involved. I propose that we move from inter-camp cooperation to community organization and planning.

Before coming to this session, one of our group who is a program director in a large group work agency in a neighboring city of 50,000 population, told me that, although his city has a potential constituency of 7,000 campers, the three camps available for that community serve only 300 persons. The number attracted to private camps would add a few to the total. This situation is probably typical of many of our larger cities. Obviously, camp resources have not been provided on the basis of anything approaching the needs present in a community.

Four Levels of Cooperation

An analysis of inter-camp relationships and organization reveals that cooperation is taking place on at least four different levels.

1. Organization of agency camps, in many cities, have sought to provide opportunities for conference and joint planning by setting up Camp Councils, Camp Sections, or Camps and Outings Committees within local Councils of Social Agencies. In most instances membership has been confined to social group work agencies. Private camp directors as a general rule have not been included.

2. Private camp directors have sought to achieve similar objectives through the Camp Directors' Association and its sectional units. Prior to

its recent reorganization, the membership of the Camp Directors' Association was predominantly representative of private camps. Over 90 per cent of the membership was recruited from private camping interests.

3. Gradually the limitations of both these types of organization have become evident, and a definite trend can be noted in attempts both on the part of the new executive of the Camp Directors' Association of America, nationally, and on the part of camp leaders in several metropolitan centers to bring organization and private camping interests into a functional, if not an organic, unity. The recent creation of the Chicago Camping Association, which in reality represents a merger of the former Camps and Outings Committee of the Council of Social Agencies of Chicago, and the private camp directors who were members of the former Mid-West Section of the Camp Directors' Association residing in or near Chicago, offers an excellent illustration of this new type of development. Here, for the first time, certainly in Chicago, we have an organization that can genuinely represent organized camping. The new Chicago Camping Association will constitute an official section of the Camp Directors' Association and at the same time function as the official body through which the local Council of Social Agencies will develop and direct its camping policies.

4. A fourth level of organization can be identified, although examples of it are difficult to locate. Probably the best illustration we have is the experimental project now under way in Ann Arbor under the direction of George G. Alder, Director of the University of Michigan Fresh Air Camp. Whereas the first three types of organization we have discussed concern primarily the camp situation itself, the Ann Arbor plan concerns itself with a total

program, twelve months in duration, of which the camping experience is but one element. On the assumption that significant character and behavior outcomes can be expected only on the basis of an intensive, continuous, and integrated impact on a selected number of boys by all the major agencies related to their welfare—school, church, home, playground, family welfare bureau, probation department, etc.—a Central Treatment Planning Committee, under the chairmanship of President Alexander G. Ruthven of the University of Michigan, and four neighborhood Guidance Councils, has been organized. It is the function of these groups to study each boy thoroughly, with the aid of clinical consultants attached to each unit, and to plan a treatment program which shall guide counselors in camp, teachers in school, parents in the home, recreation leaders in the local neighborhood, and all others having a major responsibility toward the boy. Here is a new type of community organization. Here is an attempt on the part of a community to look at persons as wholes, as unities; to appraise their needs; and so to mobilize and direct the use of available resources that the camp experience becomes an integral part of a total plan, intelligently and deliberately coordinated with the purposes and programs of the whole range of institutions and constructive forces impinging on the camper.

I have elaborated on this Ann Arbor experiment because of its great significance. To me it represents one of the most promising projects in the field of character education. It has special pertinence for the section of this Institute devoted to "Community Aspects of Camp Planning" because obviously the project grows out of a fundamental recognition of the fact, as Hartshorne has put it, that we cannot expect to produce integrated

personalities unless we present integrated demands on persons. Community organization of this sort should tend to reduce conflicting demands. Under such a scheme of planning the competitive approach to persons would gradually tend to give way to a collaborative approach. Instead of segmenting the individual, we should deal with him as a unit. This requires that the community, as represented in its formal institutions, must itself act as a unit.

Areas of Coöperation

We have indicated four *levels* upon which camps are attempting to carry on coöperative undertakings. We shall turn briefly now to a consideration of the *areas* in which this coöperation is taking place. Time does not permit us to describe, in each case, the sort of thing that is going on. We shall list nine areas and confine our descriptions to a smaller number.² The following nine categories will serve to indicate the range of coöperative activities:

1. Publicity and promotion.
2. Purchasing and accounting.
3. Central camp registry.
4. Conferences, institutes, training opportunities, publications.
5. Formulation and use of camp standards.
6. Studies and research.
7. Experimental projects.
8. Lobbying and legislation.
9. Community planning.

A Challenge to Camp Planning

Our section on "Community Aspects of Camp Planning" had a thoroughly stimulating time discussing the situation at Springfield, with their artificial lake. We used it as a sort of clinical case situation. Using it as a basis for group deliberation, we attempted to

formulate a series of optional plans for a community confronted with a problem of that sort to consider. We formulated ten questions which we felt the community should ask itself, and then proceeded to develop a few principles which we regarded as essential in making an adequate approach to camping from the standpoint of community planning. In examining the results of our thinking together you will of course keep in mind that what follows represents a group thinking-out-loud. It is decidedly necessary that these suggestions be considered exploratory and tentative. Our best interests will be served if they provoke sufficient critical study to result in substantial revisions.

Four Proposals

In considering the re-establishment of camp properties and plants following the flooding of a reservoir basin near a small urban community the group recognized four distinct plans:

(1) Each agency interested in conducting a camp should be encouraged to secure a tract of land and to build a camp plant without expecting or requiring that the several agencies collaborate in any way. (2) All agencies interested in camping, directly or indirectly, should be encouraged to study the various specific kinds of camping needs in the community—in terms of economic ability, in terms of age groupings, in terms of health status, in terms of occupational groups, in terms of physical or other handicaps, in terms of racial groups, etc.—and proceed to build a large centrally administered camp property designed to meet as many of the discovered needs as the community is able to finance. Existing camp agencies would be absorbed in the larger scheme. (3) Agencies which have operated camps in the past should be encouraged to continue their separate enterprises and a central com-

² Descriptions of practice in inter-camp coöperation have been separated from this address and placed together to constitute Chapter V.

munity camp should be developed to serve such groups as are not reached by existing camps. This third plan assumes the same intensive study of camp needs as was indicated in the second plan outlined. It further assumes that the entire camping operations might be centered on the same lake. (4) The fourth plan would call for exclusive use of the newly created lake and reservation for those persons who are unable to contribute substantially to the cost of their maintenance in camp. Agencies attracting self-sustaining constituencies would be encouraged to locate their camps at greater distances from the city.

Ten Questions Which Every Community Should Consider

On the background of these proposed plans one may find it useful to consider the following ten questions. They are questions which every community should consider:

1. Does the community provide adequate camping opportunities for the various types of camper constituencies to be served, particularly those in greatest need?
2. Does the community have in its possession the necessary data upon which an intelligently planned expansion of camp resources might be based?
3. Does the community provide adequate machinery to guarantee maximum effective use of existing camp facilities, both during the summer and between seasons?
4. Does the community have available a set of camp standards by which it can judge the relative merit of different camps both from the standpoint of selecting a camp for a child and furnishing outright financial support?
5. Does the community provide

an effective procedure whereby duplication in effort in placing applicants for camp service on the part of camps as well as referring agencies is prevented?

6. Does the community recognize the necessity of providing co-ordination of the major agencies related to campers in planning camp services and in planning interim guidance between camp seasons?
7. Does the community encourage joint collaboration between camping interests and governmental and semi-governmental bodies that are carrying forward city, regional, state, and national planning, as, for example, the National Park Service?
8. Does the community have at its convenient disposal essential basic information concerning the nature and extent of camping offerings available for its use?
9. Does the community have an effective method by which it can safeguard camps from political or other unfavorable interference?
10. Does the community provide sufficient regulatory supervision to insure intelligent control over sub-standard camps?

Six Principles in Community Planning

Six principles calculated to guide a local community in developing camp services to meet local needs were formulated. Other principles were discussed, but none were crystallized into formal statements. Some of those reported here were implicit in the discussion only. I am taking a certain liberty in giving them formal expression.

1. Communities should be helped to recognize that camping repre-

- sents an important community service or function, and that it is the responsibility of a community to emphasize primarily this common service rather than the separate agencies or groups that render the service.
2. Communities should seek to organize all camping interests—private camps, agency camps, and referral agencies—in such a way that the resulting council or association or committee will be the official organized expression of camping for the local community, related, on the one hand, to a local Council of Social Agencies and, on the other, to the Camp Directors' Association of America.
 3. Communities are under obligation to discover specific types of camping needs in the community involved and to emphasize that specific types of camping service are required to meet such needs. (This implies recognition of existing camp organizations in terms of the specific needs which they are competent to serve and the introduction of such new types of services as may be required.)
 4. Communities have a responsibility for formulating camp standards and for applying such standards in order that it can be guaranteed that camps are meeting the essential conditions required to produce the outcomes sought or claimed.
 5. Camp standards, to be most effective, should be formulated coöperatively by representatives of agency and private camps and in consultation with other agencies in the community, such as the school, referring case working agencies, etc., which are directly concerned with camping as it affects a year-round program of guidance service and education.
 6. Where communities undertake to introduce a community camp under coöperative management, every consideration should be given to conserve the genius and individuality of camps already functioning in the community.

CHAPTER V

Some Descriptions of Practices in Inter-camp Coöperation¹

I. Publicity and Promotion

I. Publicity and Promotion

A. Kenosha, Wisconsin

In Kenosha, the Girl Scouts, Boy Scouts, and the Y. M. C. A. coöperated on a series of newspaper articles. These articles were preceded and followed by an editorial which dealt with the general field of camping. The articles, jointly prepared by the three agencies, covered general topics and also a uniform description of each of the three camps. Each camp was given an equal amount of space. Through the serial presentation of the material the community was enabled to get a complete picture of the camping opportunities. In addition to the newspaper publicity, the three agencies coöperated on a series of meetings in the schools. These assembly periods which were participated in by the three agencies, covered four Junior high schools and one Senior high school.

B. Kansas City, Missouri—Camp Committee of the Kansas City Council of Social Agencies

During the past few years the principal function of the camp committee has been to get a clear and correct knowledge as to camp schedules, camp locations, camp periods, fees charged, if any, and all similar matters. This

committee has produced a Directory of Summer Camps conducted by Kansas City organizations. This directory gives all pertinent information about the various camps. It is compact, and handy for ready reference.

II. Registry (Intake and Clearance)

A. Cleveland, Ohio—Camp Council of the Welfare Federation of Cleveland

One of the several coöperative projects sponsored by the Cleveland Camp Council is the *Summer Camp Registry*, the purpose of which is to see that the camps are used to capacity by those needing camp the most; and to keep certain applicants from going from camp to camp during the entire season. (This applies to camps subsidized by the Community Fund.) The case work and health, as well as character-building agencies, that is, all agencies not having camps of their own, register their camp applicants with the Registry. The agencies having camps register their prospective campers as well.

In May, pads containing one hundred white application blanks are sent to all agencies having families for whom they request camp placement. These application blanks are returned to the Registry in duplicate, completely filled out, and those who are to go to camp are checked. One blank in duplicate serves for the entire family. The reverse side of the blank is used for a short summary of the physical condition of the applicant, including per cent underweight, financial status, and home environment. One of these

¹The Institute is indebted to the following persons, who very kindly supplied the information upon which these sample descriptions are based: George G. Alder, University Fresh Air Camp, University of Michigan, Ann Arbor, Mich.; W. T. McCullough, The Welfare Federation of Cleveland, Cleveland, Ohio; Helen Jupp Webber, Summer Camp Registry, Cleveland, Ohio; Frank L. Breen, Community Camp Associates, Bloomington, Illinois; Charles J. Birt, The Community Union, Madison, Wisconsin; C. W. Pfeiffer, Council of Social Agencies, Kansas City, Missouri; A. H. Wyman, The Community Council, St. Louis, Missouri; J. D. Gibbon, Minneapolis Council of Social Agencies, Minneapolis, Minnesota.

duplicate blanks always remains in the Registry file. The other, marked as to camp, session, and persons to go, exactly corresponding with the copy in the Registry file, is forwarded to the registrar of the camp selected. At the end of the season these white blanks are sorted according to the agency sending them in originally and returned, in order that the Visitors may see how the families responded and be guided in their choice for camp placement next year.

Brown registration blanks are used for the camps to register their prospective campers. Only one copy of this blank comes to the Registry for each family. These brown blanks are to be in the Registry office at least three days before that particular session goes to camp, in order that duplications may be avoided.

As a cumulative source of information, a street file is used. (This file has been used for seven years and is now rather complete.) Before any disposition is made of the blanks received (both brown and white) they are sorted alphabetically or numerically according to street, and numerically as to street address, and listed in the street file. This is a safeguard against duplication, as many children from year to year acquire step-fathers and use the new name as well as their own, though living at their former address. Also, when Visitors want to give additional information on a family they believe is already registered and the blank is not in the file, the street file tells immediately whether it has come in.

When the members of a family are selected to attend a definite session of a particular camp, the Visitor whose name appears in the upper right-hand corner of the blank is telephoned and told the family and camp involved, the date of departure and return of the particular session, and the cost and the

time and place of the medical examination without which no one is accepted at camp.

Another important step in the process is the manner of handling health examinations and records. Early in May the Registry contacts the City Health Department and makes arrangements for medical examinations for each camp session. These examinations are held at the settlement house to whose camp they are going, or the town office of the camp, preferably three days before the camp session opens. The medical examination cards are printed in duplicate, one copy going to camp with the child, and the other coming to the Registry, where they are sorted according to the school the child attends, and in the autumn sent to the schools. This serves as an additional check-up for the school doctors and nurses. No camp admits a child who has not been vaccinated.

Lists are supplied by each camp of those actually in attendance each session, and these are checked against the permanent file cards. The Registry now has camp records on some campers covering seven years. At the close of each camp season a report is made by the Registry and presented to the Summer Camp Registry Committee and Camp Council, after which, if it is accepted, copies are sent to the agencies interested.

B. Madison, Wisconsin—City Camp Commission Plan

In 1927 the Community Union found that three agencies had camp investments amounting to \$45,000; that these camps had a capacity of 150 campers a week, but that they were being used from only four to six weeks a year and never at maximum capacity; and that only 300 of the 4,000 children of camp age were attending camps. This situation was brought

to the attention of the mayor and the city council. As a result, a City Camp Commission was appointed and an appropriation of \$5,000 was authorized. A rate of \$1.50 a day was established and 341 children were helped by the City Commission the first year. As the plan developed, the public and parochial schools, as well as the camp agencies, were brought into the center of the picture. A joint bulletin, "Play-out-of-Doors," outlining camp opportunities was issued, and registration cards were distributed in all classrooms above the fifth grade. The children indicated whether or not they wanted to go to camp and which one, and the teacher and principal indicated those they knew to be in need of help. The cards were then turned over to the Commission for sorting and reference to the different camp agencies, who visited parents to explain the plan and secure additional information.

Names were then turned over to the Camp Commission for final clearance. During the last year this plan was in operation, 7,000 booklets were distributed through the schools; 3,385 cards were returned, and 756 children went to camp, of whom 275 received financial assistance. \$4,387 was spent for camp fees, transportation, and the routine service costs involved. The Camp Commission was abandoned in 1931 because of decreasing municipal reserve.

III. Development and Application of Camp Standards

A. *Cleveland, Ohio—Camp Council of the Welfare Federation of Cleveland*

The Cleveland Camp Council considers its work on standards to be the most significant it has done. A committee has been working on this job for several years. In 1932 the committee prepared a set of camp standards covering Health, Sanitation,

Safety, and Equipment. In 1933 the committee visited all of the camps in the Council. This committee of five persons rated the camps on a group of standards which included two additional divisions: supervision and program. In 1934 the camps were again rated by actual observation. It was found that nearly all of the camps rated high on Health, Sanitation, Safety, and Equipment because of the emphasis given these items since 1932. However, some of the camps rated below 50 per cent on leadership and program.

The committee reported grades and recommendations to each of the camps visited. When the work of the standards committee was reviewed by the Camp Council, it was agreed that the committee should be enlarged and be authorized to continue their work. They are now at work revising the standards and planning a more adequate rating procedure.

Camp standards have been literally preached and are being accepted by the camps. In 1934, funds were available to those camps which met the camp standards. The same is going to be true in 1935. The idea of standards has reached the Metropolitan Park Board. They now refer groups wishing to set up camps in the Metropolitan Park System to the Camp Council to determine whether the plan for the new camp meets the standards.

IV. Conferences, Institutes, and Training Opportunities

A. *Minneapolis and St. Paul, Minnesota—Twin City Camp Association, Minneapolis Council of Social Agencies*

Under the auspices of the Minneapolis Council of Social Agencies, a Camp Association was formed, composed of directors from organization as well as private camps functioning out of Minneapolis and St. Paul. Be-

cause of the need for more adequate training for counselors, arrangements were made for a course to be offered during the spring quarter each year at the University of Minnesota. Qualified volunteers from the association were secured to instruct prospective men and women counselors in such subjects as first aid, life saving, camp sanitation, water-front protection activities, etc. Later the Extension Department of the University of Minnesota offered a course in Scout leadership. The Twin City Camp Association has also sponsored a seminar each spring at the University. Due to the ground work laid by the Council and the Twin City Association, the University is now offering a two-credit course for women in camp counseling.

B. Saint Louis, Missouri—Camp Directors' Conference of the Community Council

The Community Council has, in the past two years, sponsored a Camp Directors' Conference. This group is composed of semi-public and private camp directors, as well as lay individuals interested in camp work. It has been the custom of this camp conference to hold a two-day institute at one of the outlying camps. This institute has usually been practical, emphasizing the demonstration of games and other activities. Formal discussions or papers have been presented on publicity, purchasing, health, and sanitation. Two years ago this group undertook to hold monthly meetings, at which time special subjects were discussed during the winter months. This seemed to be the most beneficial type of program to follow out. This year, however, the camp conference combined their efforts with that of the St. Louis Group Work Institute, at which time an effort was made to become better acquainted

with group work as it related to camping activities.

During the last few months this group has discussed the new vacation camp areas which are now being promoted in Missouri by the National Park Service. The camp conference has acted in the capacity of an advisory group to the National Park Service directors here in Missouri. Eventually the National Park Service will construct eight or ten camping units for underprivileged boys and girls. The organization and promotion of these units will probably be assumed by the Community Council.

C. Cleveland, Ohio—Camp Council of the Welfare Federation of Cleveland

Since 1926 five camp institutes have been held through the coöperation of the Camp Council and the School of Applied Social Sciences of Western Reserve University. All Cleveland camps, organizational and private, have participated in these institutes and have used them as a major means of training counselors. Last year the need for an institute was felt quite strongly and, since money was lacking for outside leadership, an institute was held under local leadership. This institute attracted approximately one hundred counselors.

D. Chicago, Illinois

During the past six years the Council of Social Agencies and George Williams College have coöperated in the Annual Camp Institute. During this period the institute has grown from modest proportions to the largest attendance yet recorded—that of 333 persons in attendance at the 1935 Camp Institute. There has been a continuity of theme throughout the various institutes, all of which have culminated in this institute on "Setting Standards for the Summer Camp."

Delegates from organizational, private, and public camps have come from throughout the entire Middle West to participate in this group process.

V. Studies

A. The Chicago Camping Association is coöperating with the School of Social Service Administration at the University of Chicago in a descriptive study of free and low-cost camps.

B. Twenty camps, including both private and organization camps, participated in a coöperative study of camp counselors over a two-year period, in an effort to discover what differentiated good from poor counselors. Each camp contributed \$35 as its share of the cost. The results of the study have been published in *The Association Boys' Work Journal* for May, 1931. An experimental Counselors' Application Blank and a Counselors' Rating Scale were published and are being widely used. Copies can be obtained through George Williams College, Chicago.

VI. Experiments in Community Camping

Bloomington, Illinois—A Community Camp

A few years ago an artificial lake was built near Bloomington, Illinois, as a water reservoir. A group of representative citizens who saw camping

possibilities in the new development formed a committee and secured a charter under the name of the Community Camp Associates. The Associates have developed the property and guided the organization of a number of camp enterprises of community value. All administrative work has been done by professional people, including educators, doctors, ministers, social workers, and business men, without pay. Attention was focused on the needs of children and adults as persons. A picture was presented of what might be accomplished through co-operation. The result has been a community project of significant and permanent worth.

East Bay Camp, as the new enterprise is called, represents a pioneer village built around an arm of the lake. Both sleeping cabins and tents are available either to small family groups or larger units. Besides the dining lodge, with its fireplace and veranda lounge for recreational use, a Little Theater, a public library, and a school offering courses in nature appreciation and art are maintained.

As a special project, Limberlost, a health camp for underprivileged children, has been established by a number of civic organizations and interested citizens in Bloomington. One hundred children were sent to this camp in 1934.

PART THREE

Camping and the Camper

CHAPTER VI

THE CAMP AND THE INDIVIDUAL CAMPER

GEORGE J. MOHR, M.D.

The Opportunity of the Summer Camp

It is probable that the pioneers in the camp movement in America envisaged as a major objective in the establishment of camps, the furthering of physical health. My own earliest contacts with camps were concerned primarily with interest in taking advantage of the special opportunities offered in camp-life for improving the nutritional condition of underweight children and those presumably more susceptible to the hazards of physical illness. This objective in camp life of building more abundant physical health and reserves of physical energy, has remained and should remain an important consideration.

But it is apparent that the opportunities inherent in camp living have proved to be much richer than was realized by the earliest camp directors, and these opportunities even to-day are not fully realized in many camps. The objectives to be achieved with the individual camper are broad indeed. Particularly for the child who is having his first prolonged experience away from the parental roof, the summer-camp period offers an opportunity not frequently or readily equalled in other situations. If this opportunity is to be exploited reasonably well, the social and emotional development of the child, as well as his physical growth, should be considered, and the camp experience devised so as to favor growth in these fields. Indeed if

emphasis is to be placed upon the needs of the individual camper, it will be found that specific educational, therapeutic, and remedial ends are readily subverted by the camp and camp program. This does not involve a multiplicity or complexity of methods and procedures, but rather a fundamental grasp of the educational and training needs of the campers. Once these are appreciated, it is rare that any very special departure from the normal camp program or activities is required. What is required is fine discrimination in making it possible for the camper to avail himself of the abundant opportunities before him. In addition, considerable judgment, based upon a fairly accurate knowledge of the individual child's characteristic reactions, may be required to bring the camp resources effectively into play.

Characteristic Reactions of Children

Children of all ages are involved in a course of development. Our knowledge about their *physical* development is probably more extensive and accurate than is our knowledge about their *psychological* and *social* development, but here too we are becoming more familiar with the facts. The differences observed among children of a given age are in appreciable degree determined by their innate or consti-

tutional peculiarities, but also in appreciable degree by the particular course of development they are pursuing in the mental and social sphere. This course of development, roughly speaking, is that in which an initially completely and helplessly dependent infant is gradually so metamorphosed as to emerge as the fully independent and self-sustaining adult. Children in camps are scattered at various points along this course of development and evidence various sorts of reactions to the influences that are presumed to evoke this development.

Two features of the response of children to the training environment, and to the necessity for change in the practical relationships, warrant special emphasis. On the one hand, children tend to protest against the demands they feel are made upon them. This protest evidences itself in a variety of aggressive responses which are termed "bad" behavior, or "naughtiness," depending upon the age of the child and upon the character of the behavior. On the other hand, children evidence anxiety in the face of the situations they must meet, and we find the timid, shy, or withdrawn child. Children do not come in pure cultures, and behind many an apparent aggressive protest is hidden anxiety; the bully is under the special necessity to deny his awareness of weakness.

If we examine the general trend of the course of development of the social and emotional life of the child, we see that this development involves the more intimate relationships of the child. At first he experiences a rather exclusive relationship with the mother or nurse who cares for his physical needs, and here his most dependent life relationship runs its course. Soon this relationship is disturbed by his awareness of other members of a family, and the small child becomes involved in competitive relationships

with brothers and sisters, and with a father whom he at once admires and emulates, fears, and resents. One need only listen to what small children say and observe their play to realize that these relationships evolve with a great intensity of effect, with emphasized feelings of love and resentment, and with a modicum of anxiety. How otherwise shall we explain the fact that a six-year-old boy, who is on perfectly amiable terms with his father, is under the necessity to go about boasting of his great strength, and adds for good measure, "And when I was only five years old I could knock my father flat!" Certainly we realize that the small boy is aware of his relative weakness, compares himself with those about him, attempts to take on their attributes, and in phantasy overcomes and equates himself with the threatening adults.

The drama that plays out in the intimate family circle continues with many modifications in the subsequent social groups in which the child finds himself, and he will re-enact his characteristic way of solving his problem of social relationships. If he is the spoiled youngest member of a family group, he will attempt to deal with the larger group on the same basis. If he is resentful and jealous of his younger brother, he will find many counterparts of younger brothers against whom he will evince his resentments. If he is the overwhelmed son of a too-strict father, he will react to counselors with expectations that approximate those appropriate for his father.

What Every Camp Should Know About Campers

It is my opinion that one can hardly expect to meet the educational and training needs of growing children unless there is a fairly clear conception as to the nature of this normal developmental course in the emotional life,

and an awareness of the effects of the primary family relationships. For the individual child, any deviations or disturbances in his behavior should be regarded as symptomatic of some unfavorable influence emanating from the family circle or, with older children, possibly from other disturbing, social relationships. In order to have some conception of the forces that have been and are being operative, some reasonable amount of information about a child's background and previous experience is required. The essential facts as to health history are frequently illuminating, as actual deterrents toward healthy physical growth and development may be revealed. Reactions of the child or of the parents to problems of ill health may be much more important than the physical factors proper. The child with a history of many difficulties in feeding as an infant, or with a long series of illnesses may be showing no physical evidence whatever of disturbances attributable to the earlier physical difficulties, but may show psychological reactions to the situation of having been excessively cared for and of having been forced to play the invalid rôle. The actual physical status is important, too, from the mental hygiene point of view. The boy who is less than average in size and strength, or too fat; or the girl who is less attractive physically than her associates, may indeed be quite adequately equipped physically to meet all essential requirements, and still harbor a variety of anxious or resentful attitudes that loom important in determining his behavior and the nature of his adjustment to the camp group.

It is well to know the nature of the child's relationships to other children in his usual school environment, and as well to know about his practical progress in school. His work habits, his customary methods of dealing with

other children, his reactions to school authority, all provide a rich background for attaining an authentic picture of the child's success and failure in handling his practical situations. Perhaps most important of all, however, is to know, if possible, the child's own conception of himself and of his relationship to his family and to his social group. If this can be discovered, or constructed correctly, one is in a much more favorable position to deal effectively with the camper. In the first of these Institutes on Character Education in the Summer Camp, held in 1930, members participating in the section dealing with the individual camper listed some forty "kinds of camper."¹ These range through a variety of behavior reactions of children, from the bully to the day-dreamer. The "kinds" of campers can be evaluated, however, only when the significance of their behavior *for them* is understood. Many of the reactions that attract the attention of the counselors are evidences of anxiety (the timid camper, the "spoiled child," the purposeless camper, etc.), and many represent protest.

Perhaps I can emphasize my point through practical illustration: L. J. was a camper who was persistently grouchy, seemed to feel always that some one was putting something over on him, demanded his own way, and readily flared in anger if his will was opposed. Inquiry shows that this is a pattern he evidences outside the camp. In school his attitude is that the teacher is always giving some one else a better "break"; he himself is always getting the small end of every deal. On the playground he is prone to feel that the other fellow cheats, and he argues a great deal if any decision is against him. His family relationships are developed along the same pattern. We find that actually he was not given

¹See *Character Education in the Summer Camp I*, 16.

very close attention by his own mother, but was cared for by a series of nurses during his earliest life period. (His relationship with none of these ever grew to be a close one.) When he was about four years of age, a younger brother was born. He has consistently taken the attitude that this younger brother is indulged and that he is neglected. It seems difficult for him to be satisfied with the really good attention he has received from all members of the family over a period of some years.

For the camp, it is important to realize that the situation can so be handled as to augment this boy's difficulty, or to help him out of his unfortunate attitude. If the counselor and campers react with resentment to his demands, he will have confirmation that he is neglected and cheated. If his demands are met realistically, and in keeping only with what is appropriate, if the counselor develops a good relationship with him instead of permitting the boy to evoke criticism and hostility, he has a good chance, at some time during the course of the camp season, to discuss the boy's attitude with him quite frankly and to win him to a much more secure relationship to both counselor and camp group. In the actual case I am citing, this is what occurred, and two seasons of camp experience did much to alter fundamentally this boy's attitude toward his associates.

The Role of the Counselor

In addition to having a clear conception of the camper and his experience, there is at least one other important necessity for constructive dealing with the individual camper. For children who in any sense require any individualization in treatment at camp, the counselor must have an awareness of *his own* rôle, of what the camper finds in *him*, and of what the effect of

his attitudes toward the camper may be. I have indicated above that the child tends to carry over into the camp situation his characteristic methods of dealing with the persons about him. In relation to the *counselor*, he is very likely to carry over specific attitudes that have developed toward important persons in his own family. The boy whose father is overly strict, and toward whom he reacts with resentment and rebelliousness, may tend initially to regard the counselor as another such father, and his initial attitude tends to be the same as toward his own father. The too-dependent child will see in the counselor the protective parent in relation to whom he has developed his dependency reaction, and will attempt to exploit the counselor on this basis.

The counselor is in a position to minimize or to augment the intensity of these reactions and relationships. If he is aware of what is happening, his responses can be such as to force the child to deal with him on a more mature basis. If the child can achieve this in relation to the counselor, he is very likely to find it easier to do likewise in other relationships, and a step forward in his development has been made. If, on the other hand, the counselor is not aware of what is happening, he may find himself inveigled into a rôle that involves a continuation of the old customary pattern for the child. An appreciation by the counselor of the very salutary effect he may have in aiding children through their difficulties in giving up the older and socially less useful patterns pays good dividends in real growth on the part of the camper.

Occasionally a counselor fails to see the essential elements in a situation, and may aggravate rather than aid some irritating situation. Some time ago, a camp counselor was considerably disturbed about the difficult

plight of one of the adolescent girls in her charge. This girl confided quite fully in the counselor, and recounted the difficult situation in her home in which a sister, some two or three years older, played a favored rôle. The younger girl was constantly in the position of playing second fiddle, felt her style was considerably cramped, had no real freedom, and was under the constant domination of the older sister. (All this is according to the camper's statement.) The counselor felt this was an unhealthy situation, sympathized with the camper, and promised to help her to better arrangements in the family at the end of the season. Actually, the situation was one in which very alert parents carefully provided as well as was humanly possible for the special needs of the younger girl, who was by far the more aggressive of the two; and the real requirement was to aid the younger sister in overcoming her envy and resentment of the elder sister. The reception her complaint received in camp, however, tended to crystallize her resentments rather than to aid in dispersing them, since the counselor's acceptance of her version of the situation constituted a confirmation of her own interpretation of the family relationships. This same reliance in the counselor, which increased her difficulty, would have permitted an effort to undermine her resentful feelings and the establishment of a more realistic response to her actual home situation.

The Way to Increase Effectiveness of Camps

My remarks have been confined to discussion of the development of the emotional life of the child, and to the problem of his relationship to camp and counselor. I realize well that

there are many other fundamental considerations pertaining to character of program—the problem of meeting the particular needs and interests of the individual camper that loom quite as important as the problems I have discussed. It is my impression, however, that in camp circles these problems of social relationships are somewhat less clearly envisaged and understood than are some others. Also, it is my impression that increased effectiveness of camps in meeting the needs of the individual camper is to be achieved by our further understanding in the field I have discussed. There is some tendency to regard such psychological and social consideration of the child as complicating the problems of the camp counselor. As a matter of fact, if the individual situations of the campers are *understood* along the lines suggested, the effect is to *simplify* rather than to complicate the task of the counselor, and greater precision is attained in his treatment of the camper. Although given behavior on the part of camper A may not have the same significance for him as for camper B, nevertheless one comes to recognize characteristic reactive tendencies of children, and one profits by experience in meeting difficulties on the basis of understanding their genesis and meaning. The control of camp life is one of the most powerful instruments we have in furthering the development of children in all phases of their physical and mental growth. Our more effective use of this instrument is contingent, in part at least, upon better application in practical camp procedure of what we already know about the mental life of the child and of his social development. I have attempted to suggest some practical steps toward a fuller application of our present understanding in this field.

CHAPTER VII

The Relation of Counselor and Campers

Report of Counselors' Section

The counselor's relation to the individual camper is at the very heart of the camp program. It determines, probably more than any other single factor, the success of the camp as represented by the outcomes in camp. The relationship of the counselor to the individual camper depends on many factors, including the needs of the camper, the attitudes of the counselor, and the type of leadership employed. The counselor's attitudes and methods of leadership, in turn, to a large extent reflect the degree to which the counselor has achieved adequacy and maturity in his personality.

The Needs of the Camper

The camper recognizes some of his needs but is unaware of many others. Among the most important camper needs which the counselor should recognize and seek to make specific in terms of individual campers are the following: (1) health; (2) emancipation from the home; (3) sense of security, recognition, and achievement; (4) new and exhilarating experience; (5) friendships; (6) good time; (7) a growing philosophy of life.

Some of the indications of whether a camper's needs are being satisfied or not are: (1) his desire to return to camp; (2) the satisfaction of the parents; (3) the progressive adjustment of the camper. The latter indication is the most important and can be ascertained only by careful observation.¹

¹ Techniques for discovering the needs of campers and for estimating progress in adjustment have been described in *Camping and Character*, by H. S. Dimock and C. E. Hendry; *Creative Camping*, by Joshua Lieberman; and *Character Education in the Summer Camp I and II*.

The Attitudes of the Counselor

The attitudes of the counselor play a very significant rôle in determining the counselor-camper relationship. Some of the attitudes which may be observed in counselors in their relationship with campers are listed below:

Tolerantintolerant
Enthusiasticindifferent
Coöperative	...individualistic
Reasonableunreasonable
Guidingdictatorial
Sympathetic	..unsympathetic
Genuineinsincere
Friendlydistant
Creativeimitative
Imaginativedull
Sense of humorgloomy

The counselor may have undesirable attitudes and yet be liked by the camper. For example, some of these unwholesome attitudes may be similar to those encountered in parents in the home situation. In this case the child may simply extend the pattern of behavior established in the home and secure satisfaction through the sense of at-homeness in this relationship.²

Counselors constantly face the problem of what is properly called "discipline" in dealing with campers. Some of the counselors who work in large camps or with children from homes of low economic status are particularly inclined to feel that coöperative methods of leadership may need to give way at times to authority and force. Although the situation is undoubtedly aggravated where the lead-

²See address by Dr. Mohr, Chapter VI.

ership personnel is not adequate for the number of campers, the real determining factors in leadership methods are not the number or the economic status of the campers but the *maturity* and the *competence* of the counselor. The basis of respect, obedience, and coöperation lies, not in fear or force but in admiration, affection, and good will. Good leadership, therefore, will substitute for the dictatorial and disciplinary attitude such principles as these: (1) securing the counselor's coöperation; (2) allowing, or stimulating the group to work out its own rules if possible; (3) helping them to work out reasons for the existence of camp rules; (4) safeguarding the campers from over-stimulation and bringing on or inciting "disciplinary" problems; (5) recognizing that there are really only a few situations in camp where authority does need to be exercised in emergency cases. These situations most likely would involve health or safety. Other situations can be met by (a) avoiding issues; (b) capitalizing interests and responsibilities by channeling them into constructive behavior; (c) recognizing that the purpose of "discipline" is not conformity in itself but the growth of the individual in the ability to discipline or control himself.

The Maturity of Counselors

In the preceding discussion of discipline and authority it has been suggested that the degree to which the counselor has achieved maturity and adequacy in his own personality is a crucial and important element in determining the type of control he employs. Immaturity in personality not only tends to produce the authoritative type of control but is likely to produce many other undesirable effects upon the camper. Many signs of immaturity in counselors may be observed in any camp. Members of the Section listed the following samples of im-

mature behavior which they had observed in counselors:

1. Not speaking to others.
2. Being sulky.
3. Having temper outbursts—profanity.
4. Showing unprofessional conduct, such as gossip.
5. Having many likes and dislikes.
6. Being over-sentimental.
7. "Basking" in the admiration of campers.
8. Having poor judgment (this may be lack of intelligence or lack of experience rather than emotional immaturity).
9. Being over-critical.
10. Being undependable.
11. Being hot-headed.
12. Using authoritative methods of control.
13. Bidding for attention.
14. Being full of self-pity.
15. Having tendency to offer "alibis."
16. Making hasty diagnosis.
17. Being prejudiced.
18. Putting personal desires and interests over and above the desires and interests of campers.
19. Possessing no philosophy of life.
20. Being over-confident—dogmatic.
21. Being emotionally attached to campers.

It should be pointed out that maturity is a process—sometimes extremely painful—in which the individual passes from childish behavior, characterized by lack of control, egocentricity, dependency, irresponsibility, and individualism to the adult level of behavior, which is characterized by poise, social sensitiveness, independence, responsibility, and coöperative participation in social life.

Campers and counselors are alike in being in this process of growth from infantile to adult attitudes. It is important, however, that the counselor

be further along in his development than the campers are, and that the process *continue*, rather than be *arrested*.

To the question, How does a counselor consciously become more mature?, the following suggestions were offered:

1. By recognizing that emotional maturity is not an inevitable accompaniment of chronological maturity but must be achieved.
2. By actually wanting to outgrow one's immaturities and achieve adult attitudes and behavior.
3. By identifying the essential characteristics of emotional maturity, such as poise, social concern and sensitiveness, independence, social responsibility, and coöperative participation in group life.
4. By securing insights about one's limitations and the factors which have contributed to them.
5. By associating with more mature personalities.
6. By developing interests, skills, and objectives which have social rather than merely individual value.

APPENDIX

Distribution by Type of Camp or Agency		Geographical Distribution of Participants	
Y. M. C. A.....	63	Illinois	229
Girl Scouts.....	61	Indiana	10
Private	35	Iowa	4
Welfare	28	Michigan	13
Settlement	27	Minnesota	13
Y. W. C. A.....	21	Missouri	5
Boy Scouts of America.....	16	Nebraska	1
Councils of Social Agencies, Com- munity Chests.....	8	Ohio	9
Church	8	Pennsylvania	9
Camp Fire Girls.....	7	Wisconsin	40
Public	3	Total	333
Illinois Institute for Juvenile Re- search, Elizabeth McCormick Memorial Fund, etc.....	6		
Miscellaneous: students, unat- tached, etc.....	50		
Total	333		

ROSTER OF INSTITUTE PARTICIPANTS

Name	Address	Name	Address
	City State		City State
Adolph, Lydia.....	Rockford, Ill.	Bentsen, H. B.....	College Camp, Wis.
Alder, George G.....	Ann Arbor, Mich.	Bickham, Emma.....	Wilmette, Ill.
Alder, Mymie U.....	Ann Arbor, Mich.	Bills, Mrs. R. W.....	Urbana, Ill.
Alderman, Edith.....	Chicago, Ill.	Blaisdell, Elizabeth.....	Rockford, Ill.
Alm, Victor L.....	Chicago, Ill.	Blough, Margaret.....	Chicago, Ill.
Alschuler, Mrs. Samuel.....	Chicago, Ill.	Boder, Dr. David P.....	Chicago, Ill.
Altschul, Anita.....	Chicago, Ill.	Boimer, B. H.....	Chicago, Ill.
Amrhein, Harold F.....	Fort Wayne, Ind.	Boorman, H. J.....	Kenosha, Wis.
Amrhein, Russell F.....	Chicago, Ill.	Bowen, L. G.....	Chicago, Ill.
Anderson, Edith.....	Chicago, Ill.	Brady, Jane.....	Chicago, Ill.
Anderson, Paul B.....	Chicago, Ill.	Briggs, David K.....	Chicago, Ill.
Aplin, Lawrence.....	Oak Park, Ill.	Brigham, Harold L.....	Chicago, Ill.
Appleton, John.....	Chicago, Ill.	Brown, Elmire.....	DesPlaines, Ill.
Aronson, Beatrice.....	Chicago, Ill.	Burgess, Elizabeth M.....	Ann Arbor, Mich.
Ault, Eleanor F.....	Chicago, Ill.	Burrows, Helen.....	Chicago, Ill.
Austin, Dorothy.....	Decatur, Ill.	Calvin, Dorothy.....	Appleton, Wis.
Backus, Ida Grace.....	Winnetka, Ill.	Campbell, James H.....	Minneapolis, Minn.
Bame, Frank.....	Chicago, Ill.	Carll, Mrs. Margaret F.....	Rock Island, Ill.
Batchelor, W. C.....	Pittsburgh, Pa.	Carter, Miss Vivian.....	Rockford, Ill.
Beeman, Norvil.....	Oak Park, Ill.	Cates, Lucile.....	Evanston, Ill.
Bender, Mrs. Fred.....	Chicago, Ill.	Cedarblade, Lyndon F....	Minneapolis, Minn.
Bennett, Saul Wm.....	Pittsburgh, Pa.	Cheshier, Mary Esther.....	Chicago, Ill.
Bennion, Edith H.....	St. Paul, Minn.	Clark, W. W.....	Chicago, Ill.
Benson, William H.....	Chicago, Ill.	Clevett, M. A.....	Chicago, Ill.

Address			Address		
Name	City	State	Name	City	State
Cohen, Cora.....	Chicago,	Ill.	Geisler, Muriel.....	Chicago,	Ill.
Collins, Karla.....	Chicago,	Ill.	Gent, Evelyn M.....	Oak Park,	Ill.
Colman, George T.....	Racine,	Wis.	Glazer, Evelyn F.....	Chicago,	Ill.
Colvin, Mrs. Mary L.....	Saginaw,	Mich.	Glezen, Harper.....	Chicago,	Ill.
Compere, Mrs. Comfort H.....	Chicago,	Ill.	Glusker, Albert J.....	Chicago,	Ill.
Cook, James E.....	St. Louis,	Mo.	Goldberg, Lenore.....	Chicago,	Ill.
Cotten, Roy E.....	Pittsburgh,	Pa.	Golkowski, Severn.....	Chicago,	Ill.
Crawford, Frank.....	Chicago,	Ill.	Gonzales, John Maxwell.....	Chicago,	Ill.
Crittenden, Chas. S.....	Saginaw,	Mich.	Goranson, Ernest.....	Chicago,	Ill.
Curtis, Helen.....	Springfield,	Ill.	Grable, Mrs. Wm. T.....	Chicago,	Ill.
Davis, Ethel.....	Chicago,	Ill.	Gran, Mrs. Thor.....	Lannon,	Wis.
Davis, Lucille.....	Chicago,	Ill.	Greinke, Helen.....	DesPlaines,	Ill.
Dawley, L. L.....	Minneapolis,	Minn.	Griffin, Ted.....	Dubuque,	Iowa
DeGeorge, Wm.....	Chicago,	Ill.	Gruebner, Helen.....	Sheboygan,	Wis.
DeLaney, Franklyn.....	Chicago,	Ill.	Gruenhut, Martha.....	Chicago,	Ill.
Dillner, Otto.....	Kenosha,	Wis.	Hadley, Adelina J.....	Winnetka,	Ill.
Dimock, Hedley S.....	Chicago,	Ill.	Haist, A. B.....	Saginaw,	Mich.
Dodd, Dorothy Jane.....	Dixon,	Ill.	Hancock, James L.....	Racine,	Wis.
Dodge, Mary.....	Evanston,	Ill.	Hart, Benton.....	Chicago,	Ill.
Donovan, John.....	Chicago,	Ill.	Hart, W. C.....	Chicago,	Ill.
Draper, Glen.....	Toledo,	Ohio	Hendry, Charles E.....	Chicago,	Ill.
Drought, R. Alice.....	Milwaukee,	Wis.	Henry, Harriet.....	Chicago,	Ill.
Drury, Cliff M.....	Cadillac,	Mich.	Herrzel, Olive Pierce.....	Chicago,	Ill.
Dudley, Miss G. M.....	Chicago,	Ill.	Herrzog, Amy C.....	Chicago,	Ill.
Duer, Miss Jeannette.....	Chicago,	Ill.	Hess, Berenice.....	Chicago,	Ill.
Durdan, Merrill.....	Chicago,	Ill.	Hesser, P. L.....	Springfield,	Ill.
Duvall, Mrs. Evelyn Millis.....	Chicago,	Ill.	Hicks, R. W.....	Chicago,	Ill.
Duvall, Sylvanus M.....	Chicago,	Ill.	Hodgins, Marian.....	DesPlaines,	Ill.
Dyer, Ethelwyn.....	Flint,	Mich.	Holzbach, Harriet.....	Hinsdale,	Ill.
Eby, Harry K.....	Chicago,	Ill.	Hopkins, Helen.....	Champaign,	Ill.
Edgren, Harry D.....	Chicago,	Ill.	Horsley, C. L.....	Ottumwa,	Iowa
Edwards, Helen R.....	Oostburg,	Wis.	Horwitz, Norman R.....	Chicago,	Ill.
Eells, Mrs. Eleanor P.....	Chicago,	Ill.	Hotchkiss, L. L.....	Fort Wayne,	Ind.
Eis, Wenonah.....	Milwaukee,	Wis.	Huber, Henrietta F.....	Peoria,	Ill.
Eklund, Stena.....	Decatur,	Ill.	Huebner, J.....	Chicago,	Ill.
Elliott, Margaret.....	Madison,	Wis.	Huggins, Odis R.....	Chicago,	Ill.
Embury, Barbara.....	Chicago,	Ill.	Hunting, Earl B.....	St. Paul,	Minn.
Falk, Jack M.....	Chicago,	Ill.	Inbusch, Jean.....	Milwaukee,	Wis.
Farnum, Mary V.....	Evanston,	Ill.	Isaacs, B. B.....	Fort Wayne,	Ind.
Ferrier, Anna.....	Lake Bluff,	Ill.	Isaacs, Mrs. B. B.....	Fort Wayne,	Ind.
Filipi, Charles.....	Cedar Rapids,	Iowa	Jackson, Andrew S.....	St. Louis,	Mo.
Finger, Marie.....	Kenosha,	Wis.	Jackson, Mrs. A. Neilson.....	Champaign,	Ill.
Finkelstein, Miriam.....	Chicago,	Ill.	Johnson, Donald T.....	Chicago,	Ill.
Fletcher, Fred.....	Chicago,	Ill.	Johnson, Mrs. Katie Lee.....	Chicago,	Ill.
Flowers, Doris.....	Flint,	Mich.	Johnson, Margaret.....	Peoria,	Ill.
Forrest, George E.....	Chicago,	Ill.	Johnston, Leroy.....	Chicago,	Ill.
Forshier, Dorothy.....	Chicago,	Ill.	Jordan, Velda G.....	Oak Park,	Ill.
Foust, Arthur.....	Chicago,	Ill.	Kahn, Frank F.....	Chicago,	Ill.
Fox, Kurt.....	Janesville,	Wis.	Kantor, Esther.....	Chicago,	Ill.
Francke, Leonard N.....	Saginaw,	Mich.	Keck, Frances Margaret.....	Hammond,	Ind.
Frank, Mrs. Ira.....	Chicago,	Ill.	Kelly, Marie.....	LaGrange,	Ill.
Freese, Arlene.....	Chicago,	Ill.	Kennedy, Dema.....	Plymouth,	Ind.
French, Porter.....	Chicago,	Ill.	Kennedy, Sarah H.....	Cincinnati,	Ohio
French, Rebecca C.....	Chicago,	Ill.	Keyes, G. J.....	Springfield,	Ill.
Frost, Theo. D.....	Chicago,	Ill.	Khadder, Fuad.....	Chicago,	Ill.
Fuhrer, John W.....	Chicago,	Ill.	Kinney, Harold D.....	Chicago,	Ill.
Fuller, Glenn V.....	Fort Wayne,	Ind.	Kiskaddon, Jeannette.....	Chicago,	Ill.
Gartley, A. Calvin.....	Lake Forest,	Ill.	Klippel, C. H.....	Hamilton,	Ohio
Gebhardt, Elinor.....	Milwaukee,	Wis.	Klug, Caroline.....	Lombard,	Ill.

Address			Address		
Name	City	State	Name	City	State
Koehler, Ethel.....	Chicago,	Ill.	Moulton, William.....	Chicago,	Ill.
Kohn, Maude R.....	Flossmoor,	Ill.	Mount, Etta M.....	Chicago,	Ill.
Krell, Betty.....	Berwyn,	Ill.	Munch, Kathryn.....	Berwyn,	Ill.
Kruse, Henry J.....	West View (Pittsburgh),	Pa.	Mundie, Elizabeth J.....	Chicago,	Ill.
Kultchar, Elizabeth.....	Winnetka,	Ill.	Munger, Ruth L.....	Janesville,	Wis.
Kultchar, Mary.....	Winnetka,	Ill.	Murphy, Mary E.....	Chicago,	Ill.
Lamb, James.....	Chicago,	Ill.	Murray, George F.....	St. Paul,	Minn.
Langdon, Eugene K.....	Morrison,	Ill.	Neidorf, Edith B.....	Chicago,	Ill.
LeMaster, W. L.....	St. Paul,	Minn.	Nelson, Captain Paul.....	Springfield,	Ill.
Litscheim, Rhoda.....	Chicago,	Ill.	Nichols, Jr., Alfred C.....	Chicago,	Ill.
Leslie, Katharine.....	Chicago,	Ill.	Nichols, Alice.....	Chicago,	Ill.
Levin, Florence.....	Chicago,	Ill.	Nichols, Nellie.....	Chicago,	Ill.
Levine, Lillian.....	Chicago,	Ill.	Palm, Henry E.....	Chicago,	Ill.
Lewis, Morton M.....	Chicago,	Ill.	Palmer, Dorothy M.....	Springfield,	Ill.
Lichtenfels, Helen.....	Chicago,	Ill.	Papes, Helen.....	Elkhart,	Ind.
Lindquist, Robert E.....	Beaver Falls,	Pa.	Parker, Wm. M.....	Minneapolis,	Minn.
Litscheim, Carl R.....	St. Paul,	Minn.	Pease, Ruth C.....	Indianapolis,	Ind.
Lock, Dorothy M.....	Glyn Ellyn,	Ill.	Peckham, Mary Ellen.....	Chicago,	Ill.
Lund, Thora.....	Chicago,	Ill.	Pegel, Robert E.....	Chicago,	Ill.
Lynch, Helen E.....	Danville,	Ill.	Peters, Raymond R.....	Chicago,	Ill.
Lynd, Betty Lou.....	Chicago,	Ill.	Petters, Doris.....	Appleton,	Wis.
Lyons, Horace.....	Chicago,	Ill.	Pfannmiller, Evan.....	Racine,	Wis.
Lyons, Marge.....	St. Louis,	Mo.	Phillips, Miss Marion.....	Elgin,	Ill.
McAvan, Margaret L.....	Chicago,	Ill.	Pulley, Anita.....	Chicago,	Ill.
McCarn, Mrs. Davis G.....	Winnetka,	Ill.	Quimby, Arelisle.....	Milwaukee,	Wis.
McClain, Jr., Clifton.....	West View,	Pa.	Radzinski, Major W. A.....	Chicago,	Ill.
McClintock, Mrs. Nell Woodward	Wilmette,	Ill.	Reese, Florence.....	Chicago,	Ill.
McColloch, Lola.....	Janesville,	Wis.	Renne, Nelle.....	Oak Park,	Ill.
McCullough, Katharine C.....	Chicago,	Ill.	Rietzke, Wm. F.....	Minneapolis,	Minn.
McDowell, Dale.....	Chicago,	Ill.	Roberts, Dr. Lydia.....	Chicago,	Ill.
McDowell, Harriett C.....	Janesville,	Wis.	Robinson, Mrs. Mildred S.....	Chicago,	Ill.
McEnally, Margaret.....	Chicago,	Ill.	Roehm, Ralph D.....	Dayton,	Ohio
McGiffert, Sarah.....	Chicago,	Ill.	Roop, Charles R.....	Chicago,	Ill.
McGinty, Alice.....	Champaign,	Ill.	Ross, Ella.....	Chicago,	Ill.
McHie, Ida B.....	Chicago,	Ill.	Rowe, Jr., John H.....	Minneapolis,	Minn.
McKay, Alice.....	Oak Park,	Ill.	Ruehrwein, E. W.....	Chicago,	Ill.
McKeil, Mrs. Emily B.....	Elgin,	Ill.	Rummel, Dorothy M.....	Forest Park,	Ill.
McMartin, Chester.....	Chicago,	Ill.	Sahlen, Carl E.....	Omaha,	Neb.
Maring, Preston.....	Chicago,	Ill.	Santanen, Andrew A.....	Springfield,	Ill.
Marsh, Mildred.....	Oak Park,	Ill.	Santanen, Mrs. Andrew A.....	Springfield,	Ill.
Martin, Leila Moss.....	Evanston,	Ill.	Sarber, Hazelmae.....	Oak Park,	Ill.
Maysack, R. E.....	Chicago,	Ill.	Save, Mrs. Astrid.....	Algonquin,	Ill.
Meier, Ted.....	Toledo,	Ohio	Schaefer, Royal E.....	Racine,	Wis.
Meigs, Miss Marion L.....	Racine,	Wis.	Schaffner, Herbert T.....	Chicago,	Ill.
Melander, Carl I.....	Chicago,	Ill.	Schellenberger, Ervin W.....	Janesville,	Wis.
Mendelson, Rosa.....	Chicago,	Ill.	Schenck, Eleanor A.....	Champaign,	Ill.
Mendes, Charlotte R.....	Chicago,	Ill.	Schiner, Geo. M.....	Chicago,	Ill.
Messner, J. R.....	Chicago,	Ill.	Schmiederer, W. G.....	Evanston,	Ill.
Meyer, Mrs. Kurt.....	Milwaukee,	Wis.	Schoenoff, Paul L.....	Waukegan,	Ill.
Mohr, Dr. George J.....	Chicago,	Ill.	Sell, Vivian.....	Sheboygan,	Wis.
Miller, Virginia.....	Chicago,	Ill.	Seman, Mrs. Philip L.....	Chicago,	Ill.
Mixon, John.....	Chicago,	Ill.	Seybold, Leah.....	Kenosha,	Wis.
Monilaw, H. G.....	Maywood,	Ill.	Seymour, Lydia W.....	Urbana,	Ohio
Monilaw, W. J., M.D.....	Chicago,	Ill.	Shoemaker, Fred J.....	St. Paul,	Minn.
Montgomery, Marjorie.....	Chicago,	Ill.	Shreffler, Margaret.....	Racine,	Wis.
Morgan, Dorothy.....	Chicago,	Ill.	Sidler, Mrs. Fred R.....	Milwaukee,	Wis.
Morgart, J. H.....	Pittsburgh,	Pa.	Skidmore, Ethel.....	Highland Park,	Ill.
Moser, C. G.....	Evanston,	Ill.	Slater, Paul.....	Beaver Falls,	Pa.

Address			Address		
Name	City	State	Name	City	State
Sloan, Marion Bradford	Milwaukee	Wis.	Thorsell, Amelia	Chicago	Ill.
Smith, Martha	Berwyn	Ill.	Trecker, H. B.	Chicago	Ill.
Sniffer, Marion M.	Chicago	Ill.	Treloar, Roger	Chicago	Ill.
Snyder, Helen	Chicago	Ill.	Valentine, Mildred A.	Ann Arbor	Mich.
Snyder, Helen A.	Escanaba	Mich.	Vance, Raymond C.	Racine	Wis.
Sorenson, Roy	Chicago	Ill.	Vance, Mrs. Raymond C.	Racine	Wis.
Sorenson, Mrs. Roy	Wauwatosa	Wis.	VanHorn, Richard L.	Chicago	Ill.
Soule, Dr. L. G.	Kansas City	Mo.	Veith, Fred P.	Clinton	Iowa
Southard, Burton	Toledo	Ohio	Vernon, Robert R.	Chicago	Ill.
Southers, R. E.	Beloit	Wis.	Walbridge, Elizabeth	Madison	Wis.
Spiker, Dorothy	Chicago	Ill.	Ward, F. G.	Chicago	Ill.
Stahl, F. W.	Pittsburgh	Pa.	Watters, Marie	Flint	Mich.
Stanton, Dr. S. C.	Hinsdale	Ill.	Welty, Viola	Milwaukee	Wis.
Steiner, Gertrude	Milwaukee	Wis.	Whitty, Jeannette	Milwaukee	Wis.
Stollberg, R.	Toledo	Ohio	Wickter, John	Toledo	Ohio
Suggett, Lillian	Chicago	Ill.	Wilcox, Helen	Michigan City	Ind.
Swindell, Mrs. Roy W.	Champaign	Ill.	Williamson, Julia	Chicago	Ill.
Tapping, Emma Lou	Peoria	Ill.	Wilson, Phyllis J.	Oak Park	Ill.
Tate, Earl Bruce	St. Louis	Mo.	Wolf, Homer S.	Chicago	Ill.
Taylor, Helena	Peoria	Ill.	Wones, W. H.	Milwaukee	Wis.
Taylor, Lea D.	Chicago	Ill.	Wood, B. Catharine	Chicago	Ill.
Templin, Herbert	St. Paul	Minn.	Wormger, Walter	Chicago	Ill.
Teplitz, Vera	Chicago	Ill.	Wright, Arthur	Chicago	Ill.
Thomsen, F. G.	Chicago	Ill.	Young, Martha	Chicago	Ill.
Thompson, Sara A.	Oak Park	Ill.	Zerfoss, Karl P.	Chicago	Ill.

